

ANALYTICAL STUDY OF THE ORIGIN AND DEVELOPMENT OF THE SUPERVISORY
PROGRAM OF JEANES TEACHERS IN GEORGIA, 1908-1952

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I. S. F.

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CHAPTER I

INTRODUCTION

Introductory Statement.-- The writer, a Jeanes teacher in Georgia, believes that back of the development of the supervisory program of Jeanes teachers in Georgia, is the financial aid and interest of philanthropic trusts, together with the support of state and local government and other related agencies.

The writer has been stimulated to make this study because of the intense interest in this phase of the total educational program since her entry into the field of supervision. Therefore, it was out of this intense interest and participation in the program of the Jeanes teacher that the writer decided to fulfill the research requirements of her graduate work by conducting a historical research into the origin, development and contributions of the program of Jeanes Supervision to the total program of education in the State of Georgia.

Rationale.-- Forty-four years ago the first Jeanes teacher began her rounds in the Southern States. Today Jeanes teachers are found in many parts of the world where the education of Negroes is concerned. Professional supervision of schools has long been recognized by school leaders throughout the United States as one of the most, if not the most, important agency for improving public school instruction and for keeping teachers in touch with newly developed methods and data. The program of supervision as carried on by the Jeanes teachers constitutes a significant segment of the supervision of the American public schools.

Statement of the Problem.-- This is a study of the origin and development of the supervisory program of Jeanes teachers in Georgia during the period 1908-1952 as revealed by the Annual Reports of the County Superintendents, State Department of Education, Principals, Supervisors, and the historical reviews and biographical sketches of men and women who were influential in the origin and development of the Jeanes teacher program in the State of Georgia.

Scope of Study.-- This study concerned itself with the origin and development of the Jeanes Program of Supervision in Georgia, and covers the period between 1908-1952. This period was selected because it will give an overall picture of the origin and development of the supervisory program of Jeanes teachers in Georgia.

This study was limited because all information needed was not available through the office of the State Department of Education. There were many gaps in the statistical records and reports of the supervisory program throughout the years.

Purpose of Study.-- This study sought to reveal the origin, motivation, and development of the Jeanes program in Georgia as reflected through:

1. The enabling legislative enactments and administration policies.
2. The significant factors in the progress of the Jeanes teacher program.
3. The extent and cooperative efforts between the State Department of Education of Georgia and the individual school systems of Georgia.
4. The increasing number of schools served, the enrollment of pupils in the schools served, and the number of teachers being supervised in those schools.
5. The increases in the operational expenditures during the

development of the Jeanes teacher program.

6. The significant contributions of influential personalities connected with the Jeanes program over the years.
7. The impact of related agencies in Georgia upon the development of the Jeanes teacher program for the period, 1908-1952.

Sources of Data.-- The data gathered in this study were collected from the following sources:

1. Annual reports of the State Department of Education in Georgia.
2. Annual reports of the County Superintendents of the 123 counties employing Jeanes Supervisors.
3. Bulletins by Robert L. Cousins, Director of Negro Division of Education in Georgia.
4. Histories of men and organizations connected with the Jeanes program in Georgia for the years, 1908-1952.
5. Previous Theses and Dissertations.

Method of Research.-- A combination of the Historical and Normative-Survey Methods of research was used in gathering, presenting, and interpreting the data pertinent to this problem.

Method of Procedure.-- The historical data of this study were gathered in the Office of the Division of Negro Education, State Department of Education, Atlanta, Georgia, the office of the Southern Education Foundation, Atlanta, Georgia, and from interviews with and reports by leaders connected with the Jeanes Teacher Program from its incipency. In addition, the status-data of the current year of 1952-1953 were gathered through a questionnaire sent to the ninety-three (93) Jeanes Supervisors employed in Georgia during the school year of 1952-1953. The organization and write-up of the assembled data were accomplished during the second semester of the 1952-1953 school year. The details of the manifold task of handling the data are outlined below.

1. The Annual Reports of the County Superintendents of the 123 counties employing Jeanes Supervisors were studied to secure information related to the study.
2. The Annual Reports of the State Department of Education were reviewed to gather data on the state-wide Jeanes Program.
3. Interviews were conducted with important contemporary educators, social leaders, principals, supervisors, together with records of pertinent comments of these men and women were used in this study.
4. Specifically designed questionnaire, in the form of check-lists, was administered to the entire supervisory personnel of the 123 counties employing Jeanes Supervisors.
5. The returned questionnaires were checked and rechecked, and pertinent data were abstracted for use in this study.
6. Related literature was studied and pertinent data were abstracted for use in this study.
7. Scores of articles and editorials appearing in current periodicals were read and examined in order to gain a knowledge of the theory and thought of recognized authorities in the field of supervision.
8. Annotated bibliographies were studied for sources of useful data to be used in this study.
9. All the data were tabulated and organized into proper tables and graphs, each of which was analyzed and interpreted.
10. Summary, conclusions and recommendations, were formulated in the light of the interpreted data and appear in the finished copy of the thesis.

Value of Study.-- The writer hopes that the value of this study will be as follows: It will provide authentic information which may serve as a frame-of-reference in evaluating the work of Jeanes teachers in Georgia; it will present a clear picture of the conditions surrounding and the activities carried on by the Jeanes teacher which will result in a keener appreciation of the movement; it will reveal a definite picture of the supervisory program with implications inherent in the Minimum

Foundation Program and the Extended School Program in Georgia; finally, the study should point very definitely to probable fruitfulness for a better instructional program through the utilization of the Jeanes program and any other type of supervisory program in general.

CHAPTER II

RELATED LITERATURE

Related Literature.-- The survey of the pertinent literature concerned with the origin and development of supervision which has been found pertinent to this research falls under the following captions:

(1) Impact of the Jeanes Supervisory Program, (2) Philosophy, (3) Objectives, (4) Organization, (5) Historical Background, and (6) Previous Studies.

Impact of Jeanes Supervisory Program.-- Mabel Carney describes the tremendous impact of the Jeanes Supervisory Program upon the field of International education in these words:

In the field of International education, Jeanes work has scored again and early. Its influence in this respect has been well in advance of most other centers of American education. For the past three decades missionaries and Government Directors of Education have roamed the South, observing at first hand this lowly, simplified, but amazingly sound and effective system of education for retarded peoples in non-industrialized areas.

Not only have they come to see, but scores have returned home, clamoring for the introduction in their own native lands of the same type of practical supervision and life-related, community-directed teaching as observed here under Jeanes work. As a result of this interest, various regions of Africa, the Virgin Islands, Haiti, Puerto Rico, Mexico, British Guinea, British Honduras, and parts of South America, as well as certain provinces in both India and China, have all developed modified forms of Jeanes work and found it effective in meeting their needs.¹

Again, speaking of the emphasis placed upon life-related and community resource activities by the Jeanes program, Carney states:

Jeanes work has steadily exemplified the life-related, community-directed type of educational activity known as "new or modern

¹ Mabel Carney, Forty Years of Progress in Jeanes Work (Tuskegee, Alabama, 1949), p. 7.

education." It has also exemplified to a remarkable degree all the best and most approved techniques for Interracial cooperation and good will. Truly immeasurable has been the combined total influences of Jeanes teachers in this direction.¹

Philosophy of Supervision.-- Many changes have taken place in the philosophy of supervision since its inception.

Barr, Burton and Breuckner² report that:

Supervision at first was largely inspection due to the state of affairs. Suggestion for improvement were present only indirectly. Today supervision is greatly affected by the increasing insight into the aim of education, the relation of education to the society in which it exists, by the scientific method, and by the democratic philosophy.

Again:

Supervision is the leadership and the development within groups which are cooperatively evaluating the educational product in the light of accepted objectives of education; studying the teaching-learning situation to determine the antecedent of satisfactory and unsatisfactory pupil achievement; improving the teaching-learning situation and evaluating the objectives, methods and outcomes.³

The passages above emphasize the thesis that supervision should contribute to the educational program in such a way that the quality of living will be improved because of it.

Thompson⁴ in discussing, "So Begins-So Ends the Supervisor's Day," relates that:

¹
Mabel Carney, Forty Years of Progress in Jeanes Work (Tuskegee, Alabama, 1949), p. 7.

²
A. A. Barr, W. H. Burton, and Leo J. Brueckner, Supervision (New York, 1947), p. 3.

³
Ibid., p. 12.

⁴
Ethel Thompson, "So Begins-So Ends the Supervisor's Day," Educational Leadership (November, 1952), p. 82.

Supervision is that of helping teachers solve problems in the teaching-learning situation; the sharing of work and responsibility with the staff members in improving the program.

Gaumnitz¹ epitomizes the philosophy of supervision, thusly:

Professional supervision of schools has long been recognized by school leaders throughout the United States as one of the most, if not the most, important agency for improving public school instruction and for keeping teachers in touch with newly developed methods and procedures.

Cook² describes the different approaches to supervision in these words:

Supervision, too, is a broad term used in State school laws with different meanings. It may refer to administrative or fiscal functions as well as those concerned with instructions. Inspection and supervision are sometimes used interchangeably, and the essential activities of supervision often include both.

Further, Cook³ points out the relationship between the superintendency and the supervisory procedure thusly:

The present conception of supervision is one of the functions of the superintendency, involving the improvement of instruction through growth of teachers professionally rather than through school inspection, or standardization in its usual interpretation, is still in the process of development. Yet, in its essence, that is, in helping teachers to improve instruction, it was one or became one of the objectives of the school superintendency early in the history of the office, both city and State.

Objectives of Supervision.-- According to Barr, Burton and Brueckner⁴ the objectives of supervision are:

1

W. H. Gaumnitz, Status of Rural School Supervision in the United States in 1935-1936 (Washington, 1937), p. 1.

2

Katherine M. Cook, Supervision of Instruction as a Function of State Departments of Education (Washington, 1940), p. 22.

3

Ibid., p. 1.

4

A. S. Barr, W. H. Burton, and Leo J. Brueckner, Supervision (New York, 1947), p. 5.

The chief objective of supervision may be stated in a two-fold manner, first, to Improve the Teaching Act as an immediate goal, and second, to Incite Teacher Growth as a final aim.

Further, they state:

Efficiency, effectiveness and economy in the learning activities carried on in the school are the major objectives sought. Primary concern of any systematic educational program is the learning activities of those for whom the school is maintained.¹

The conception derived from the statements above is that supervision should encourage the type of leadership that will tend to help teachers develop superior qualifications in themselves, and for their pupils fuller and richer learning experiences.

Frazier in his epitome, "Supervisions' Goals," says that: "The objective of supervision is as much expertness in what we ought to do as in what we must."²

The passage above infers that supervision should be concerned with how experienced teachers profit from their day to day experiences, and how to make the most of the opportunities for teacher growth that are already present in every school situation.

Practically all State supervisors are working toward objectives of two types, those involving general principles to be followed over a period of years, and those definite and specific in character for more immediate achievement. These objectives with interpretations or

1

A. S. Barr, W. H. Burton, and Leo J. Brueckner, Supervision (New York, 1947), p. 5.

2

Alexander Frazier, "Supervisions' Goals," Educational Leadership, (November, 1952), p. 25.

applications may be formulated into a supervisory program, including the philosophy on which they are based, and an outline of definite steps, with some relation to the order in which they are to be taken, for their achievement.¹

Taggart and Evans² in discussing, "What are the Goals of Supervision Today," list eleven broad statements as objectives of the present programs of supervision:

1. To make American public schools an effective means for maintaining and expending American democratic ideals.
2. To implement a system of guidance designed to produce pupils who are physically and mentally well adjusted and who have social competence.
3. To help boys and girls understand and deal with personal and social problems which have meaning for them now, so that they may, as adults, be prepared to face issues which will necessarily arise.
4. To develop in pupils those attitudes necessary to effective human relationships, overcoming bigotry, race prejudice, and class hatred.
5. To develop increasing efficiency in the teaching of skills and knowledges.
6. To work toward equalization of educational opportunities for all children.
7. To develop individuals who will be able to live effectively in a world in which mechanical inventions and discoveries have made imperative the cooperative efforts of all races and nationalities in a highly independent world.

1

Katherine M. Cook, "Objectives in Supervision," Supervision of Instruction as a Function of State Departments of Education (Washington, 1940), p. 98.

2

Lelia Ann Taggart and Mary C. Evans, "What are the Goals of Supervision Today," Leadership Through Supervision (Washington, 1946), pp. 28-30.

8. To work continuously with professional and lay groups that educational problems may be more clearly defined and dealt with, and that schools may better serve the public.
9. To develop through study and analysis the kind of education needed by a particular community.
10. To prepare pupils to earn adequate livings in occupations best suited to individual capacities, and to help them achieve economic literacy.
11. To develop individuals who are socially inventive so that the lag between technological development and social institutions may be lessened.

The objectives above are interrelated and no one of them can stand alone. Educational leaders have differed in their ratings, but any rating of a list of educational goals can only be tentative, due to the current and localized problems which exists.¹

Organization of Supervision.-- A very sound statement of organization is given by Otto:²

Every worthy undertaking, if it is to be carried forward efficiently, requires a scheme of operation. One of the first things a leader does is to develop a plan whereby steps may be taken toward an objective. If leadership operates in terms of democratic principles, such plans are developed in cooperation with the other persons involved. The result is an organization through which and within which persons operate in discharging their various responsibilities and contributions to the enterprise.

Barr, Burton and Brueckner³ state that:

Supervisory organization is based upon authority, upon democratic principles and upon recognition of the chief aim of the

1

Leila Ann Taggart and Mary C. Evans, "What are the Goals of Supervision Today," Leadership Through Supervision, pp. 30-31.

2

Henry J. Otto, Elementary School Organization and Administration (New York, 1944), pp. 304-305.

3

A. S. Barr, William H. Burton and Leo J. Brueckner, Supervision (New York, 1947), pp. 77-84.

school.

The extrinsic-dualistic organization, one type of authoritarian organization, was so named a long time ago because supervision is "extrinsic" to the supposedly basic educational organization, which results in a dualistic conception of administration and supervision.¹

The line-and staff² type of authoritarian organization was set up to organize a school system which accepted principles and practices concerning learning, the curriculum, the management of the classroom, the desired outcomes, and testing practice which are passing away.

The line officers in a school system include the superintendent, assistant superintendents, district or divisional superintendents, principals, vice principals, department heads, and any specially appointed committee chairman or other officer given authority from the head of the system. Staff officers are those in charge of service departments and those in charge of subject departments or other major divisions of the curriculum.³

This organization gives the impression that authority is delegated down the line from the superintendent, with the school program being operated by the line officers and the staff officers supplying information and advice.

¹
A. S. Barr, William H. Burton and Leo J. Brueckner, Supervision (New York, 1947), p. 78.

²
Ibid., p. 86.

³
Ibid., p. 80.

The writer believes that the theory of authoritarian organization is sound, but where it is prevalent it is best to set up certain democratic principles which will help to alleviate the undemocratic aspects.

Otto believes that every school system should have a plan whereby the abilities of all available persons are marshalled for use in the continuous improvement of the educational services in the community. The constantly changing character of civilization and the rapid progress of educational research make it imperative that school system have an organization through which professional leadership capacities are released, developed, and coordinated for the improvement of the educational experiences provided for the successive groups of children which pass through the schools.¹

Barr, Burton and Brueckner state that supervision based upon democratic principles should be so organized that the fullest participation of all concerned, administrators, principals, teachers, any other educational workers, pupils, parents, other community members, is secured in all aspects of carrying on educational programs.²

Moreover, Barr, Burton and Brueckner believe that regardless to the type of organization, all programs of activity must be organized around problems of direct concern to those participating; councils, committees, conference groups and individual efforts will be organized as needed to

1

Henry J. Otto, Elementary School Organization and Administration (New York, 1944), p. 293.

2

A. S. Barr, W. H. Burton and Leo J. Brueckner, Supervision (New York, 1947), p. 80.

serve definite purposes.¹

It would appear that the experts are of the opinion that the organization of supervision which is based upon democratic principles and upon recognizing the chief aim of the school, is of much value in promoting results which will be effective.

Finally, since there are many organizational schemes for a program of supervision, it may not be amiss, at this point, to present the organization for supervision as suggested by the State of Georgia, as indicated in Figure 1, page 15. This organizational pattern is believed to meet the needs for supervisory services in Georgia.

Historical Background.-- Our present supervisory patterns did not just happen. They are the result of a gradual evolution growing out of our educational past.²

Historically, according to Barr, Burton and Brueckner:³

Supervision appeared early. During the 1700's committees of citizens were appointed to visit and inspect the school plant and equipment and to examine pupil achievement. Many years later the idea of inspecting the teachers' methods, criticizing them and advising them concerning teaching was mentioned. As towns and cities grew, schools increased in size until several teachers might be teaching in one building. The head teacher or principal was then given administrative duties. In the second quarter of the nineteenth century, the superintendent of schools appeared. This brought about considerable opposition from board members due to jealousy. Because of this opposition the superintendent was a minor administrator for

1

A. S. Barr, W. H. Burton and Leo J. Brueckner, Supervision (New York, 1947), pp. 3-4.

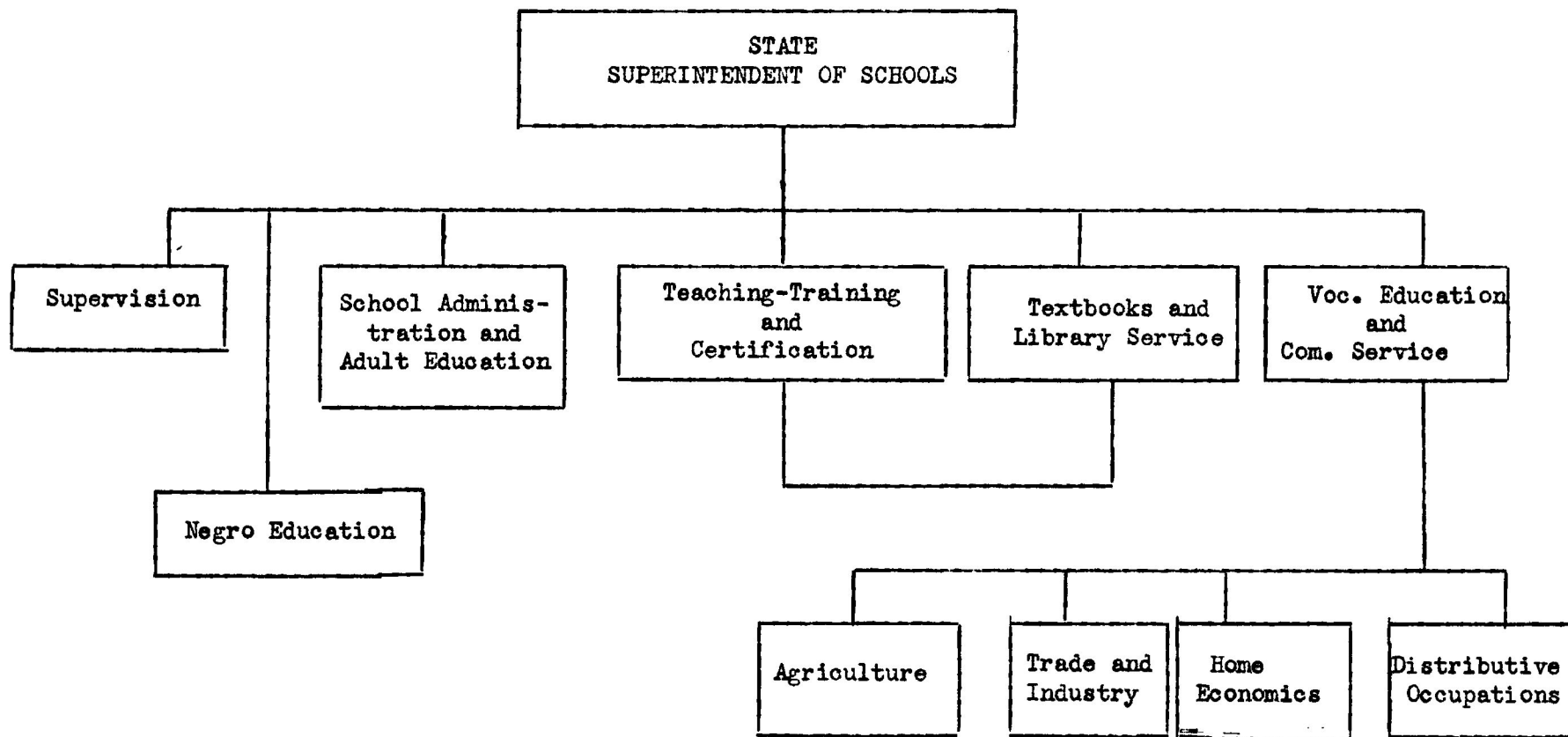
2

A. F. Myers, et al., Cooperative Supervision in the Public Schools (New York, 1942), p. 15.

3

Op. cit., p. 3.

Fig. 1 - STAFF ORGANIZATION FOR SUPERVISION OF INSTRUCTION - GEORGIA*



* Data taken from Supervision of Instruction as a Function of State Departments of Education Bulletin No. 6. by Katherine M. Cook.

a long time. However, today, he is the executive-in-chief of the school system. Still later, in the last quarter of the nineteenth century, special supervisors appeared, selected usually from the special teachers of the new subjects then entering the curriculum.

In the words of Myers, Kifer, Merry and Foley:¹

Modern supervision grew up largely during the first quarter of the present century. Prior to this time the functions of supervision were few and were largely general oversight of teaching procedures and of classroom management.

In the opinion of Myers, Kifer, Merry and Foley, our teachers of yesterday were not capable of self-analysis, self-criticism, or self improvement. We developed the kind of supervision and the amount of supervision that we have today because the teachers were uneducated and untrained. This is the background out of which our present supervisory patterns developed.²

Cook³ writes of the relationship between the superintendency and supervision in these words:

State supervision and the office of the State superintendent or chief school officer developed early and more rapidly and from different functions than that of city supervision and the office of the city superintendent. The latter grew out of duties assigned to school boards which were concerned, at least in part, with instruction, whereas the former grew out of business and clerical duties since these were the most numerous and important of the functions of the early State superintendent.

Previous Studies.-- Research studies concerned with related aspects of the Jeanes Teacher Program have been done by Daniels, Price, Stegall

1

A. F. Myers, L. M. Kifer, Ruth C. Merry and Frances Foley, Cooperative Supervision in the Public Schools (New York, 1942), p. 16.

2

Ibid.

3

Katherine M. Cook, Supervision of Instruction as a Function of State Departments of Education (Washington, 1941), p. 3.

and Reeves, each of which will be tersely reviewed below.

Robert T. Daniels', study: "An Analysis of the Financial Influences of Certain Philanthropic Agencies on Negro Education in the South During the First Half of the Twentieth Century,"¹ concerned itself with presenting and analyzing the financial aid given to establishing educational institutions for furthering the education of the Negroes in the southern United States by certain philanthropic organizations during the twentieth century.

The purpose of this study sought to reveal: (1) the amount of financial aid given to southern Negroes for educational purposes; (2) the purposes and aims of the philanthropic agencies in giving aid to Negro education; (3) the extent to which these purposes and aims were achieved; (4) the condition under which aid was given.

In the light of the analysis and interpretation of the data of this thesis, Daniels reached the following conclusions:

1. That as a result of the wisdom and beneficence of John F. Slater, John D. Rockefeller, Anna T. Jeanes, and Julius Rosenwald, the Philanthropic organizations which they founded were instrumental in expending educational facilities and making possible educational opportunities to many Negroes in the southern states of the United States.
2. Many grants made to Negro educational institutions called for "matching funds" from other sources. These grants helped these institutions to obtain supplementary support and to improve their physical and financial resources.
3. The Jeanes Fund, through the "Jeanes teachers" was instrumental in initiating attempts to relate community needs to education.
4. The state and county departments of education more fully realized

1

Robert T. Daniels, "An Analysis of the Financial Influences of Certain Philanthropic Agencies on Negro Education in the South During the First Half of the Twentieth Century." Unpublished M.A. Thesis, School of Education, Atlanta University, 1949.

that the ultimate responsibility for education of its Negro population rests upon the State, and more control and supervision are being exercised by these departments of education.

5. Due to the methods of administering aid to Negro schools, the relationship between the white and Negro groups has been improved.
6. As a result of aid from these philanthropic organizations, the number of high schools increased, the school attendance has doubled, the number of teacher-training institutions has increased, the length of the school term in the elementary and high schools has been extended, and students have been better equipped vocationally to become productive members of their communities.

Ada Lee Price's study: "A Study of the History of Jeanes Supervision in Georgia,"¹ concerned itself with the story of the beginning and growth of Jeanes Supervision in Georgia up to 1944, the purposes and programs of Jeanes Supervision in Georgia, and examples or case studies of Jeanes supervising activities in Georgia. This study revealed that the purposes and programs of Jeanes supervising activities from 1908 to 1944 were as follows:

1. To include in each day's program of school activities some activity that might come under the humble heading of "manual work."
2. To use those everyday things of life found at one's door.
3. To interest the parents in the work of their children.
4. To use community resources.
5. To secure the good will and support of patrons of the school as well as the community, both white and Negro.
6. To improve class instruction, and professional attitudes and ideals of the teaching personnel.
7. To improve school organization and management, and school community relationships.

1

Ada Lee Price, "A Study of the History of Jeanes Supervision in Georgia." Unpublished M.A. Thesis, School of Education, Hampton Institute, Hampton Virginia, 1944.

Alma Lirline Stegall in, "A Critical Analysis of the Pre-and In-service Education of Jeanes Supervisors in Georgia, 1937-1947,"¹ found the following significant facts:

The major purposes of this study were:

1. Data revealed that the total number of Jeanes supervisors employed in Georgia at the time of this study was begun was 85, all of whom were women. They were employed for 12 months and earned a median salary of \$2,716.17. Over 60 per cent of the total number were married. The median age of the supervisors was approximately 36 years.
2. There was a wide variation in the number of schools and teachers supervised. This indicated that a wide difference existed among the supervisors in terms of load and responsibility.
3. The schools supervised in Georgia were for the most part of the one-and two-teacher type. Only 15.7 per cent of the total number of schools supervised consisted of five teachers and more.
4. The training of teachers was very low, as revealed by the fact that 40 per cent of them had not advanced beyond one year above the high school level.
5. Sixty per cent of the Jeanes supervisors held the master's degree and all of the supervisors held the bachelor's degree or its equivalent. All of the supervisors held both a supervisor's certificate and a teacher's certificate in the state of Georgia.
6. The median number of years of teaching experience of the supervisors was 8.6. The number of years experience in supervision was comparatively small, due probably to the rapidly expanding program of supervision in Georgia.

Jency Hubert Reeves in her study of, "The Influence of The Jeanes Fund upon Rural Education for Negroes in Georgia,"² was concerned with

1

Alma Lirline Stegall, "A Critical Analysis of the Pre-and Inservice Education of Jeanes Supervisors in Georgia, 1937-1947." School of Education, Indiana University, 1949.

2

Jency Hubert Reeves, "The Influence of the Jeanes Fund upon Rural Education for Negroes in Georgia." M.A. Thesis, School of Education, Atlanta University, 1942.

tracing the development and growth of the work of the Jeanes Supervisors in Georgia and its influence on supervision. The major purposes of this study were:

1. To present a knowledge of conditions and activities which would stimulate increased cooperation in extending the program to areas non-supervised.
2. To present the historical background leading to the initiation and development of the work in Georgia showing the influence of benefactors contributing to its early development, in order to make a clearer picture of purposes and accomplishments of the work of Jeanes supervisors in Georgia.

There was only one recommendation which was stated thusly:

1. That a closer affiliation should be effected between the higher institutions of learning and the Jeanes work.

CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

Origin of the Jeanes Teacher Movement in Georgia.-- Historically, the Jeanes work began when financial stimulation for the program was provided by Miss Anna T. Jeanes, a Quaker lady of Philadelphia. Miss Jeanes, sole heir of her family's fortune, manifested her interest in Negro education in Georgia by a gift to the Fort Valley Normal and Industrial School, Fort Valley, Georgia.¹

During the summer of 1902, Mr. James H. Torbert, Vice Principal and Treasurer of Fort Valley Normal and Industrial Institute, and his quartette visited Miss Jeanes and other cottagers at Lake George, New York, and entertained them with renditions of Negro spirituals, which they very highly enjoyed.

George Foster Peabody, a Georgia born Philanthropist, on his return to his home at Lake George, learned from Mrs. Royal C. Peabody, his sister-in law, that the residents had been highly entertained by a very well-liked, highly intelligent Negro and his quartette singers from Fort Valley Normal and Industrial Institute of Fort Valley, Georgia. He, also, was told that Mr. Torbert desired to see him and an interview was arranged. As a result of this interview, Mr. Peabody later became a member of the Board of Trustees of the Fort Valley School, which is now Fort Valley State College.²

¹
Robert L. Cousins, Bulletin (State Department of Education, 1952), p. 1.

²
Ada L. Price, "A Study of the History of Jeanes Supervision in Georgia." (Unpublished M.A. Thesis, School of Education, Hampton Institute, 1944), p. 2.

In the courses of his inquiries as to the sources of the gifts to Fort Valley, Mr. Peabody's visitor mentioned that a Miss Anna T. Jeanes, a Quaker lady of Philadelphia, had given him a check for \$5,000. This gift greatly impressed Mr. Peabody, and in writing to Dr. Hollis B. Frissell, Principal of Hampton Institute, he related this fact and advised Dr. Frissell to try to see Miss Jeanes on his next visit to Philadelphia.¹

Quite a little time elapsed before Dr. Frissell acted on this suggestion and then on visiting Philadelphia and finding the people whom he expected to see "out," he then thought of Miss Jeanes. He went to the given address to find the house closed and in charge of a caretaker. The latter directed him to an address in the suburbs of Philadelphia, a boarding home, Miss Jeanes had founded for the homeless Hicksite Quakers, in which institution she also made her home.

When Dr. Frissell said he was from Hampton, Miss Jeanes' reply was as follows:²

Yes, I know all about Hampton, and I won't give any money to that. But I want to hear about the poor little Negro cabin one-teacher rural schools. Can thee tell me about these schools? I want to know about them.

Dr. Frissell was very glad to do this and as he concluded his story, Miss Jeanes rose, saying she wished to give him a check to further the work of this type of school in the vicinity of Hampton. This he promised to do, expecting a check for \$100, and was speechless with surprise when she handed him a check for \$10,000.³

¹ Arthur D. Wright, The Negro Rural School Fund Inc., (Anna T. Jeanes Foundation), 1907-1933, p. 7.

² Ibid., p. 7.

³ Ibid., p. 8.

Sometime later after Mr. Peabody, who was also Treasurer of the General Education Board, wrote a letter to Miss Jeanes thanking her for the gifts to Hampton and Tuskegee that had been turned over to him as Treasurer of these institutions, and suggested that if she chose, the General Education Board, being a chartered organization with the educational fields of the whole country in which to work, was in a position to receive and expend funds efficiently and in a wisely designated manner, and would be glad to assume responsibility for any gift she might make, and he would be glad to call on her to explain the situation.¹

It was several weeks later before a response to his letter was received. In it Miss Jeanes stated that she did not feel like writing or talking to a stranger, but had waited to talk with Dr. Frissell about the contents of Mr. Peabody's letter. He had explained it all to her very satisfactorily and she was ready to turn over to the General Education Board the sum of \$200,000. This she did.²

In 1907, to the displeasure of her lawyer, Miss Jeanes determined that she would set aside a fund consisting of income bearing securities for the furthering and fostering of rudimentary education in small Negro rural schools. She fixed the amount at a million dollars and stipulated that Mr. William H. Taft, Mr. Andrew Carnegie, Dr. Hollis B. Frissell, Dr. Booker T. Washington, Mr. George Foster Peabody, and any others they

¹ Arthur D. Wright, The Negro Rural School Fund, Inc. (Anna T. Jeanes Foundation), 1907-1933, p. 8.

² Ibid.

wished, should constitute a Board of Trustees.¹

When she was ready to turn over the securities she sent for Dr. Frissell, Dr. Washington and Mr. Peabody to receive them from her in person.²

On the appointed day these three men presented themselves at the appointed time. Miss Jeanes called to their attention the gifts that she had given them and when they expressed their thanks, the Negro Rural School Fund came into existence with these words of Miss Jeanes: "Thee does not need to thank me. It is I who needs to thank thee, and I didn't do it to save my soul from Hell, either."³

An extract of the deed of trust⁴ for the Jeanes Fund reads:

KNOW ALL MEN BY THESE PRESENTS: That I, Anna T. Jeanes, of the city of Philadelphia, trusting and believing in the practicable and far reaching good that may result from the moral and elevating influence of rural schools for Negroes in the Southern States, taught by reputable teachers, do hereby make, constitute and appoint Booker T. Washington, of Tuskegee, Alabama, and Hollis B. Frissell, of Hampton Virginia, and their successors in the trust appointed or created as hereinafter directed, the Trustees of an endowment fund in perpetuity of one million dollars (\$1,000,000), which is hereby created, to be known as "The Fund for Rudimentary Schools for Southern Negroes," the income whereof shall be devoted to the sole purpose of assisting, in the Southern United States, community, country and rural schools for the great class of Negroes, to whom the rural and community schools alone are available

In consideration of the premises, therefore, I hereby give, grant transfer, set over and assign unto said Booker T. Washington

¹
Arthur D. Wright, The Negro Rural School Fund, Inc. (Anna T. Jeanes Fund), 1907-1933, p. 8.

²
Ibid., p. 9.

³
Ibid.

⁴
Ibid., pp. 22-23.

the Trust absolutely, all and every, of the securities and cash set forth specifically in the list hereunto annexed and made a part hereof, marked 'Exhibit A.'

In trust nevertheless for the following uses and purposes: In trust to keep the said fund invested in United States Government bonds or bonds of the States of Pennsylvania, New York, Alabama, Virginia, Massachusetts, Maryland and Missouri and of any City in said States having a population of five hundred thousand or more inhabitants, and after the payment of all necessary expenses, to apply the net income towards the maintenance and assistance of community, country and rural schools for colored people in the Southern United States.

. . . And I direct that such Board apply the income upon said fund in like manner solely towards the maintenance and assistance of rural, community and country schools for the Southern Negroes and not for the use or benefit of large institutions, but for the purpose of rudimentary education as herein before referred to and to promote peace in the land and good will among men.

IN WITNESS WHEREOF I have hereunto set my hand and seal this 22nd day of April, A. D., 1907.

(Signed) Anna T. Jeanes (Seal).

The operation of the Jeanes Fund for its initial years is described thusly:

When the board undertook this Trust in February, 1908, neither member had any definite idea as to what should be done or how it should be done. During the first few years of the Fund, the greater part of its appropriations were spent for salaries of industrial teachers teaching Industrial work in some school, for the extension of school terms, for the supplementing of salaries of the rural school teachers, and in a few cases for buildings and equipment and for maintenance of summer schools for teachers.¹

Caliver² writes of the early years of the Jeanes Fund:

The Jeanes movement was started in 1908 by Mr. Jackson Davis, at that time Superintendent of Schools in Henrico County, Virginia,

¹ Arthur D. Wright, The Negro Rural School Fund, Inc. (Washington, 1933), p. 11.

² Ambrose Caliver, "A New Educational Idea," Fifty Years of Progress (Pittsburgh, Pa., 1950), p. 4.

when he presented the idea to Dr. Dillard. Mr. Davis had observed the success with which one of his teachers, Miss Virginia Randolph, applied the simple educational principle of using the material at hand to meet the teaching needs of the classroom. It was not recognized at the time, but it was probably among the first applications of the principles of the currently popular resource-use education and experience curriculum development.

The vision of and the enthusiasm for the significance and possibilities of the Jeanes Teacher Program which gripped Mr. Jackson Davis in the early years of the birth and development of the idea are portrayed in the letters of Dr. Jackson Davis, Superintendent of Henrico Public Schools, Virginia, to Dr. James H. Dillard, Chairman, Board of Jeanes Fund, which are reproduced below.

HENRICO PUBLIC SCHOOLS¹
Office of the Superintendent
Henrico Court House
Richmond, Va.

May 21, 1908

Dr. James H. Dillard, Chairman of the Board
of the Jeanes Fund for Negro Education.

Dear Sir:

I am anxious to make industrial training an essential part of the work in the Negro schools of Henrico County. During the past session I have tried to interest our Negro teachers in this kind of work, and their response and cooperation has been so general as to lead me to believe that next session would be a most favorable time to begin the work in a systematic way. Many of the schools have organized Improvement Leagues in their communities and have made the school buildings and grounds more attractive in many ways. They have also made a beginning with various kinds of hand work, such as sewing, making baskets of white-oak, mats of corn shucks, fishing nets, brooms, etc., in every case using materials already at hand. They have gotten homes in some communities to agree to allow school children to come in at certain times each week for lessons in cooking.

¹

Arthur D. Wright, The Negro Rural School Fund, Inc. (Washington, 1933), pp. 12-13.

The local board has become interested and will in one community consolidate their one-room Negro schools and erect a suitable building maintaining a graded school with equipment for industrial work. We would like to have in one county two teachers to supervise and direct the industrial work, going from school to school, meeting pupils and teachers.

While I have no doubt but that this movement would prove successful and would be a long step towards giving the Negro a true education, our local board feels that this year it can do no more than erect the building I spoke of, the demands of all the schools being unusually heavy just at this time. I therefore request your Board to assist us if possible in getting this work begun in our Negro schools. I believe that, if you would allow us the pay of two teachers for next session, the work would become self-sustaining after one year.

I may add that Dr. S. C. Mitchell and Dr. H. B. Frissell are acquainted with our work.

In the hope that this request will appeal to you favorably, I am

Respectfully yours,

(Signed) Jackson Davis,
Superintendent of Schools

HENRICO PUBLIC SCHOOLS¹
Office of the Superintendent
Henrico Court House
Richmond, Va.

June 2, 1908

Mr. James H. Dillard,
New Orleans, Louisiana.

Dear Sir:

I have received your letter of the 28th and am very glad to know that you are interested in our work. We should be very glad indeed for you to provide one highly competent industrial teacher to be located at the consolidated school that will be erected this summer. This will be our largest colored school and will be the best center from which to

1

Arthur D. Wright, The Negro Rural School Fund, Inc. (Washington, 1933), p. 13.

influence the others. I hope very much that you will be able to help us to this extent, as I believe we would get excellent results.

If you will be in Richmond any time soon, I shall be very glad to talk over the work with you more fully.

Appreciating your interest sincerely, I remain

Very truly yours,

(Signed) Jackson Davis

HENRICO PUBLIC SCHOOLS¹
Office of the Superintendent
Henrico Court House
Richmond, Va.

October 6, 1908

Dr. James H. Dillard,
Saluda, N. C.

Dear Dr. Dillard:

I am very glad to know from your card that your board will pay the salary of an industrial teacher in this county for this year. I hope to have the teacher begin her work within a few days and shall report promptly to you the progress we make.

Very truly yours,

(Signed) Jackson Davis

HENRICO PUBLIC SCHOOLS²
Office of the Superintendent
Henrico Court House
Richmond, Va.

October 26, 1908

¹
Arthur D. Wright, The Negro Rural School Fund, Inc. (Washington, 1933), p. 15.

²
Arthur D. Wright, The Negro Rural School Fund, Inc. (Anna T. Jeanes Foundation), 1903-1933, p. 16.

Dr. James H. Dillard

Dear Dr. Dillard:

I have secured Miss Virginia E. Randolph (colored), 813 Moore Street, Richmond, as the industrial teacher for the Negro schools in the county, and her work in this field began today. I think we are fortunate in securing her, as she has had twelve years experience in the public schools, and in her own school she has accomplished many of the results in industrial work that we now hope for in all the schools. She possesses common sense and tact in an unusual degree and has the confidence of all who know her, both among white people and those of her own race.

Her salary is forty dollars a month (four weeks), and I would like to ask you how you wish to pay her, whether by direct check to her or through our School Board. I should also be glad if you would let me know what reports you would like to have as to her work and how often, etc.

Very truly yours,

(Signed) Jackson Davis

From the above letters it can be seen that in October, 1908 there was at work the first Jeanes Teacher. This first Jeanes Teacher was Miss Virginia E. Randolph of Richmond, Virginia.

The idea was contagious and soon spread to other counties and other states.¹ Georgia readily became attracted and introduced Jeanes Supervision into the state the same year it was first established in 1908.²

State Legislation Authorizing the Program in Georgia.-- The development of the Jeanes Program in Georgia, as reflected in the legislative enactments, is shown below in the laws and regulations of the respective

1

Ambrose Caliver, "A New Educational Idea," Fifty Years of Progress (Pittsburgh, Pa., 1950), p. 5.

2

Ada L. Price, "A Study of the History of Jeanes Supervision in Georgia." (Unpublished M.A. Thesis, School of Education, Hampton Institute, 1944), p. 11.

years.

1. Law of 1908: The state became attracted and introduced Jeanes Supervision into the state.
2. Law of 1910: The state ruled that counties with fewer than ten teachers were not eligible for the program.
3. Law of 1913: recognized the need of and provided for a State Agent and an assistant State Agent.
4. Law of 1917: The state discontinued State Agents and employed Jeanes Industrial Teachers.
5. Law of 1919: provided for the use of a State Worker again.
6. Law of 1926: The state approved of Mr. Walter B. Hill as State Agent of Negro schools.
7. Law of 1930: approval of Mr. J. C. Dixon as State Agent to fill vacancy left by Mr. Hill.
8. Law of 1931: provided for an assistant State Agent and appointed Mr. Robert L. Cousins for the position.
9. Law of 1935: Recognized the value of a Negro State Worker, and appointed Mrs. Helen A. Whiting, former instructor of Tuskegee Institute as State Supervisor of Negro Elementary schools.
10. Law of 1937: The state appointed Mr. Robert L. Cousins as Director of Negro Education which position he still holds.
11. Law of 1939: Provided for a state supervisory fund.
12. Law of 1949: Provided state-aid for employment of not more than one Jeanes Supervisors for a system and a minimum of forty teachers.
13. Law of 1950: Provided travel allowance for Jeanes teachers.
14. Law of 1951: recognized the need of an approved of Dr. Laurence E. Boyd as Co-ordinator of Field Services for principals and supervisors.

Factors Which Influenced the Origin.-- The schools provided Negroes at the turn of the century,¹ especially in rural areas where most of the Negroes lived, were generally housed in dilapidated and poorly equipped buildings. Many schools were conducted in abandoned white schools or in privately owned structures, such as lodge halls, churches, and cabins. Sometimes three or four teachers attempted to carry on classes in the same room, without many of the necessary facilities.

These facts had a real bearing on the education of the Negro and in rural centers it was a problem of great importance. Everyone conversant with the situation felt that these citizens and potential citizens should receive the fundamentals of education.²

Chief State school officers, county superintendents of schools, and other educational leaders interested in improving the rural schools devoted themselves over a long period of years to efforts to extend to schools of rural and sparsely settled communities professional supervision and instruction.

Another factor in promoting the rise of the Jeanes Teacher Program was that teachers employed in the schools of rural communities had little training, tended to be less mature and a large proportion of them were beginners in the profession.³

These handicapping conditions of inadequate training pointed to

1

Ambrose Caliver, Rural Education Among Negroes Under Jeanes Supervising Teachers (Washington, 1933), p. 1.

2

W. H. Gaumnitz, Status of Rural School Supervision in the United States in 1935-1936 (Washington, 1937), p. 1.

3

Ibid., pp. 2-3.

crucial social and economic problems with which a democratic society and democratic education were vitally concerned.¹

Gaumnitz² states that:

The Jeanes supervising teachers have promoted many diverse enterprises, but their most important contributing factors have been in stimulating and encouraging the colored people to become interested in better schools, and in soliciting and maintaining the cooperation of local white people in a program of educational development for Negroes.

Individuals Who Were Influential.-- Georgia approved of Mr. George D. Goddard as the first State Agent for Negro schools in 1913.³ During the same year Miss Ardenah Marcus was approved of as the first State Worker for Negro schools. Miss Marcus remained State Worker until the school term 1916-17, at which time Mrs. Clara Scott came into the position. Mr. Goddard held his position until 1924.

In 1917-18, the State Worker was discontinued, and the state employed various Jeanes Industrial Teachers, as they were called, to give different demonstrations in county-wide Institutes. This was done for the benefit of helping teachers with instruction as the level of training and certification of teachers had not been considered or defined.

A State Worker was again employed in 1919-20. She was Mrs. Lydia Davis Thornton who served until the school term 1924-25. She was

1

State Department of Education, Georgia Program for the Improvement of Instruction. Bulletin No. 2 (Atlanta, Georgia, 1942), p. 16.

2

W. H. Gaumnitz, Status of Rural School Supervision in the United States (Washington, 1937), pp. 2-3.

3

Ada Lee Price, "A Study of the History of Jeanes Supervision in Georgia." (Unpublished M.A. Thesis, School of Education, Hampton Institute, 1944), p. 11.

succeeded by Mrs. M. E. Walker who remained in the program for one year.¹

Mr. Goddard resigned as State Agent of Negro schools in 1924, and was succeeded by Mr. Walter B. Hill. Mr. Hill was very much concerned about the development and growth of Negro education, especially in rural counties. Therefore, he worked diligently to convince county superintendents of the value of Jeanes Supervision and was successful because many counties began accepting the idea.²

Mr. J. C. Dixon succeeded Mr. Walter B. Hill as State Agent in 1930, with Mr. Robert L. Cousins appointed assistant to Mr. Dixon.

Mr. Dixon and Mr. Cousins worked untiringly in the endeavor to set up a more organized and sustained program in Jeanes Supervision for the betterment of Negro education in Georgia. By 1935 the higher state officials became convinced of the value of a Negro State worker and readily appointed Mrs. Helen A. Whiting, a former instructor of Tuskegee Institute and more recently a Jeanes Supervisor of Warren County, Georgia, as State Supervisor of Elementary Schools in Georgia.³

As State Supervisor of Elementary Schools in Georgia, Mrs. Whiting stressed a joint effort to develop demonstration and student-teaching centers with the schools observing and working toward standards set by them. Emphasis was placed on child development, child study and guidance, life-related teaching incorporating community effort, state

¹ Ada Lee Price, "A Study of the History of Jeanes Supervision in Georgia." (Unpublished M.A. Thesis, School of Education, Hampton Institute, 1944), p. 11.

² Ibid., pp. 12-13.

³ Ibid., p. 13.

and national agencies.¹

Mr. Dixon had long felt the need of the improvement of the lives of the Negro, especially in small rural communities. He felt that there was not a better way of directly reaching this condition and doing something about it than through a competent and well organized program of Jeanes Supervision. Therefore, he was quite influential in the development and maintenance of the program.

Mr. Dixon resigned the position of State Agent for Negro Schools in Georgia on January 1, 1937 to accept the position of Rural Director of the Julius Rosenwald Fund in Chicago. He was succeeded as State Agent by Mr. Robert L. Cousins on the same date.²

Cooperating Agencies and Their Contributions.-- The development of the Jeanes plan is really an accumulation of the contributions of, and was greatly promoted by six educational foundations,³ namely, (1) the Jeanes Foundation, (2) the Slater Fund, (3) the General Education Board, (4) the Julius Rosenwald Fund, (5) the Phelps-Stokes Fund, and (6) the Carnegie Corporation.

The Jeanes Fund,⁴ established by Anna T. Jeanes, was for the purpose of assisting rural education in the South, and local rural communities

1

Helen A. Whiting, A letter to the writer in response to a request for information concerning supervision in Georgia. Atlanta, Georgia, May 11, 1953.

2

Ada Lee Price, "A Study of the History of Jeanes Supervision in Georgia." (Unpublished M.A. Thesis, School of Education, Hampton Institute, 1944), pp. 13-14.

3

Robert M. Lester, The Corporation and the Jeanes Teacher (New York, 1938), pp. 9-10.

4

Arthur D. Wright, The Negro Rural School Fund (Washington, 1933), pp. 7-8.

to assume their obligation in the education of colored children.¹ One measure of success appears in Table 1, page 35, which shows the proportion of the salaries of Jeanes Supervisors paid by the Jeanes Fund and from public funds in 1913-14 and 1951-1952.

The Jeanes Fund had been used to pay part of the salary of a Negro woman referred to as a "Jeanes Supervisor," "Jeanes Teacher," or "Visiting Teacher," for as many counties as could be interested in the work. These Jeanes teachers have done and are doing a type of work which is probably as important, if not more important than any other personal contribution in the field of education.²

Progress of the Jeanes program in Georgia is evidenced by a report made by the Division of Negro Education for the biennium beginning July 1, 1946,³ and ending June 30, 1948, which reports the following achievement for this two-year period. In order to plan and implement a program of in-service education, both regional and state-wide conferences of all Jeanes supervising teachers are held annually.

Another significant achievement of the association of Jeanes teachers in Georgia, has been the acquiring in 1946 of a war surplus building and its conversion into a cottage at Camp John Hope, located near Fort Valley.

1

Ambrose Caliver, Rural Education Among Negroes Under Jeanes Supervising Teachers (Washington, 1933), p. 3.

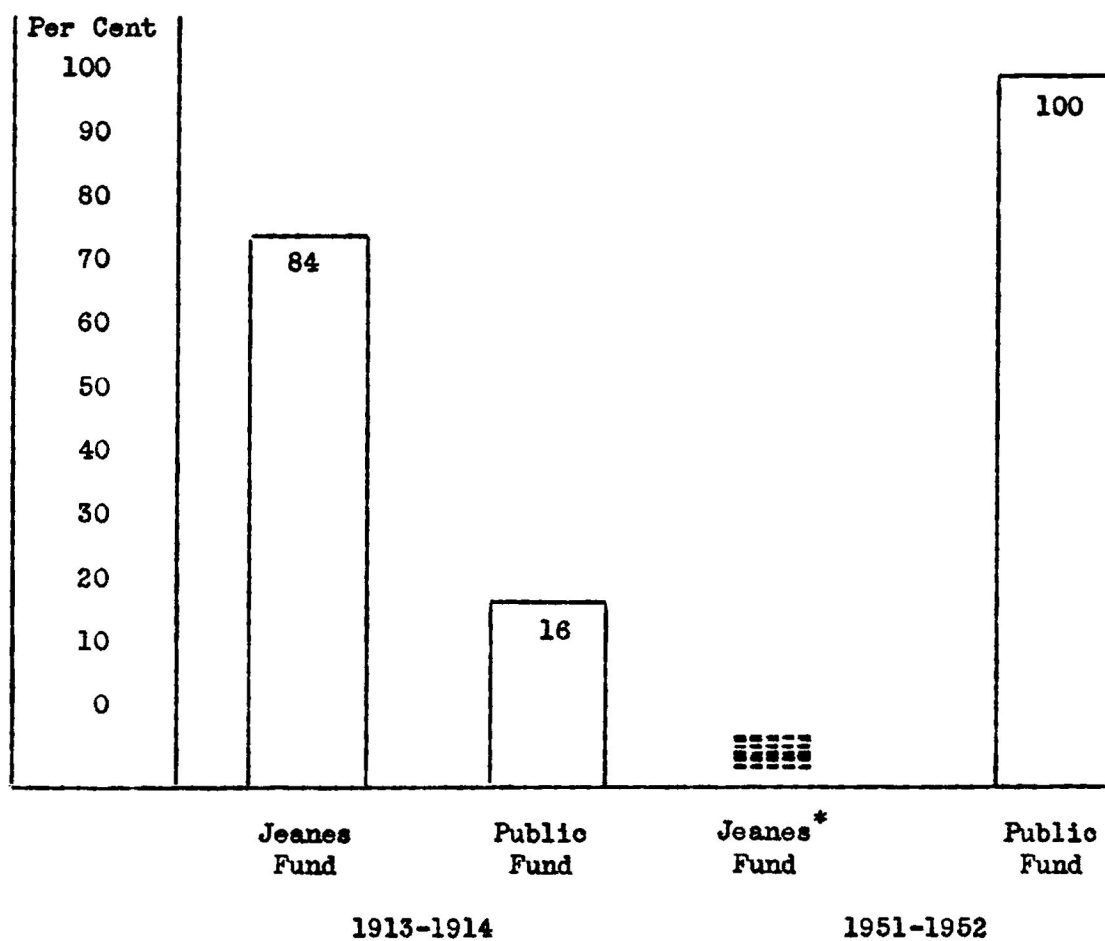
2

Elizabeth C. Smith, "A Study of the Development of Georgia Public Schools, 1900-1950." (Unpublished M. A. Thesis, School of Education, Atlanta University, 1952), p. 31.

3

Seventy-Sixth and Seventy-First Annual Report, for the Biennium ending June 30, 1948, p. 65.

TABLE 1
PERCENTAGE OF SALARIES OF JEANES TEACHERS PAID BY THE
JEANES FUND AND FROM PUBLIC FUNDS IN
1913-14 AND 1951-52



*With liquidation of the Jeanes Fund the total Salary of Supervisors is paid by the State of Georgia.

Under the auspices of the Georgia Committee on Elementary Education, five Negro colleges cooperated with the Jeanes Program to develop, over a three-year period, (1946-1948), some excellent elementary schools to be used as observation centers. The State Consultant, Mrs. Maenelle D. Dempsey, served as co-ordinator of this project.¹

Many school communities have organized School Improvement Societies² under the leadership of the Jeanes teachers and these organizations have contributed tremendously toward the building up of a desire for and a belief in education on the part of the Negro citizens. These organizations have actually raised millions of dollars for the improvement of their school facilities such as repairs to old buildings or erection of new buildings; increase of teachers' salaries; purchasing of new teaching materials and equipment; erection of sanitary toilets; beautifying school grounds; providing hot lunches; and buying school buses for transportation.³

The John F. Slater Fund⁴ was established for the development of educational facilities for Negroes. In the beginning the Slater Fund gave attention to the development of larger and better schools in each county to serve as a model for the county; and, in turn, serve as the training

1

Seventy-Sixth and Seventy-First Annual Report, for the Biennium ending June 30, 1948, p. 66.

2

Arthur D. Wright, The Negro Rural School Fund (Washington, 1933), p. 12.

3

Ibid., p. 8.

4

Robert M. Lester, The Corporation and the Jeanes Teacher (New York, 1938), p. 10.

centers which better prepared teachers would receive adequate training for work in the smaller elementary schools of the county.¹

During the later years of the Slater Fund's existence the Board made a change in its policies so as to include colleges and collegians as its beneficiaries. This change marked a great forward step in the education of the Southern Negro.

The Slater Fund encouraged and interested other philanthropic agencies in the education of the Negro in the Southern States.²

In 1937, the Slater Fund was consolidated with the Peabody Education Foundation, The Virginia Randolph Fund, and the Jeanes Fund to form what is known as the Southern Education Foundation, whose office is located in Atlanta, Georgia.³

The General Education Board,⁴ established by Mr. John D. Rockefeller, had for its purpose the promotion of education within the United States of America, without distinction of race, sex, or creed.

From its establishment in 1902 to 1928, the Board appropriated nearly \$19,000,000⁵ for Negro education. During the same period Negro rural schools, State Agents for Negro education, homemakers' clubs, and

¹
Robert T. Daniels, "An Analysis of the Influence of Certain Philanthropic Agencies on Negro Education in the South During the First Half of the Twentieth Century." (Unpublished M.A. Thesis, School of Education, Atlanta University, 1951), p. 7.

²
Ibid., pp. 10-12.

³
Ibid., p. 12.

⁴
Ibid.

⁵
Ibid., p. 15.

county training schools received \$1,000,000, \$1,000,000, \$1,300,000 and \$1,300,000, respectively.¹

The year 1919 was the beginning of the period of marked expansion and improvement in public schools. The Board continued to support State Agents for rural schools.²

The Julius Rosenwald Fund³ which was initiated by Mr. Julius Rosenwald himself came into being October 30, 1917, and provided that the income from that Fund was to be used to aid schools for Negroes, to lengthen the school term and to establish libraries.

For the first few years after its incorporation, the work of the Rosenwald Fund was almost entirely that of erecting buildings for Negro rural schools in the South. From 1912 to 1920 the Fund was most effective in stimulating the Negroes and the public of the South to build school buildings for Negroes.⁴

The Rosenwald Fund in cooperation with southern states and counties during the period of 1912-1920, built 5,357 rural schools for Negroes; awarded 66 fellowships for advanced training to Negroes; contributed \$3,000,000 in the field of race relations, including contributions to the

1

Robert T. Daniels, "An Analysis of the Influence of Georgia Philanthropic Agencies in Negro Education in the South During the First Half of the Twentieth Century." p. 16.

2

Ibid., p. 17.

3

Elizabeth C. Smith, "A Study of the Development of Georgia Public Schools, 1900-1950." (Unpublished M.A. Thesis, School of Education, Atlanta University, 1952), p. 36.

4

Robert T. Daniels, op. cit., p. 36.

Bureau for Intercultural Education.¹

The Phelps-Stokes Fund² was created in 1909 for the purpose of providing additional salaries for Jeanes teachers in the South and to establish Fellowships for the study of the Negro question at the University of Georgia. The fund also financed a worker in the Bureau of Education by giving expert advice to schools and keeping before the public the educational needs of the Negro.

According to Robert M. Lester:³

The Carnegie Corporation gave financial encouragement to the work of the Jeanes and Slater Funds, endowments and other grants to Hampton and Tuskegee as centers for training Jeanes teachers, and then undertook, with the local government authorities to extend the best results of experience in the United States to certain of the British Colonies. In so doing it brought into existence for the first time a series of schools created primarily for the purposes of training Jeanes teachers.

In further commenting on the work of the Carnegie Fund, Lester⁴ states:

From 1904 when Mr. Carnegie made his first gift to the Southern Education Board, through 1938, there was not a year in which Carnegie funds were not expended on enterprises affecting directly the promotion of the Jeanes teacher principle.

Relationship of Jeanes Program With Other Educational Foundation.--

In this whole area of the relationship of the Jeanes Program with other

1

Robert T. Daniels, "An Analysis of the Influence of Georgia Philanthropic Agencies in Negro Education in the South During the First Half of the Twentieth Century." (Unpublished M.A. Thesis, School of Education, Atlanta University, 1951), p. 4.

2

Elizabeth C. Smith, "A Study of the Development of Georgia Public Schools, 1900-1950." (Unpublished M.A. Thesis, School of Education, Atlanta University, 1952), pp. 35-36.

3

Robert M. Lester, The Corporation and the Jeanes Teacher (New York, 1938), p. 18.

4

Ibid.

Educational Foundations or Agencies, such as: the Cancer Foundation, the Tuberculosis Association, Health Agencies, etc., there has been a continuing recognition and acknowledgement of the significant contribution of the Jeanes Program in each of these state-wide programs. Typical of this recognition and acknowledgement of the contribution of the Jeanes Program to other programs are the following excerpts of letters from responsible heads of these foundations.

In recognition of the fine contribution made by the Jeanes teachers in Georgia to the American Cancer Foundation's program, Mr. Emanuel writes:¹

Prior to May 28, 1949 there was little or no organized Cancer Control Program for the Negro population in the state of Georgia. During the same period, the colored citizens of Georgia contributed comparatively little during the annual fund-raising campaign. This does not mean, however, that the Negroes of Georgia failed to receive free diagnosis and treatment at the State Aid Clinics.

Since the organization of a Colored Division as of May 28, 1949, organized Units of the American Cancer Society has grown from one, which was organized between May 28 and August 31, 1949 to more than 120 as of June 15, 1953. During this time, close to one million pieces of educational literature has been distributed to this group. Educational films have been shown to more than 25,000 persons. Free clinical transportation, narcotics, free clinical diagnosis and treatment have been furnished to several hundred other persons. Many of the financial burdens which cancer so often imposes upon victims and their families have been relieved through the operation of a Gift Loan Closet which is stocked with articles from tooth paste to hospital beds and wheel chairs.

This degree of success which the Colored Division has attained is largely the result of the annual support of the Jeanes Supervising Teachers in Georgia. In most counties, the Cancer Control program has been made a part of the schools' activities. This includes the showing of films and the distribution of literature as

1

Letter from Mr. John W. Emanuel (Colored Division, Georgia Division, American Cancer Society, Atlanta, Georgia, June 30, 1953).

well as special projects by local Jeanes teachers.

As a result of the support received from the Jeanes teachers in Georgia, the annual campaign donations from the Negro citizens have risen from less than \$2,000 per year to more than \$20,000 annually. Any future success that the Colored Division may attain in all phases of the Society's program will be largely the result of the continued cooperation and support of the Jeanes teachers in Georgia.

Mr. Walker Williams writes of the relationship of the Jeanes teachers in Georgia to the Tuberculosis Association thusly:¹

For more than 15 years there has been a warm and cooperative working relationship between the Jeanes Supervisors under the Department of Education and the Georgia Tuberculosis Association.

The Jeanes Supervisor has been the "key" and very often the only "key person" with which the association has worked with in carrying out the tuberculosis educational program. They have been always ready to give their services in working toward improved health in their communities.

The Georgia Tuberculosis Association and many of its locals have financially sponsored Jeanes Supervisors to attend summer workshops in health education at the University of Michigan and other schools. They in turn have returned with enriched learning experiences, new techniques, and methods that is of value to them in their instructional work in health, and the work of the tuberculosis association. Many of the local Tuberculosis Associations still pay the expense of the Jeanes Supervisor to her annual conference.

It is largely through the Jeanes Supervisor that the association has been able to initiate the tuberculosis educational programs in the schools of Georgia.

Cooperation with State and other agencies, including lay and professional organizations, is emphasized by supervisors; and many organized operating relationships with such agencies exists.²

1

Letter from Mr. Walker Williams (Georgia Tuberculosis Association, Atlanta, Georgia, June 29, 1953).

2

Robert M. Lester, The Corporation and the Jeanes Teacher (New York, 1938), p. 19.

Katherine Cook,¹ in describing the multiple task of the Jeanes teacher writes:

In promoting wider understanding of the State Department's program for improving instruction among educators and laymen, in explaining changing practices of the department, and in promoting improved school conditions generally, supervisors are called upon and usually welcome the opportunity to address professional and lay groups. Teaching in summer schools, conducting sections devoted to education in conferences of lay organizations, and the like are commonly reported activities of supervisors over the state.

They cooperate with State teachers associations in curriculum revision, with superintendents in conferences for the discussion of programs worked out in cooperation with State branches of the American Association of School Superintendents.

The parent-teacher associations, labor trade organizations and farm organizations have the cooperative, relationship of supervisors.

Jeanes Supervision in Georgia Counties.-- As soon as Jeanes

Supervision was introduced in the State of Georgia in 1908, the first five counties to employ Jeanes Supervisors were Cherokee, Grady, Laurens, Dougherty, and Putnam.

Table 2, page 43 reveals that two years later this number increased from five to fifteen, but the year 1911 showed a decrease in that one county dropped from the list. This was due to the ruling that counties with fewer than ten teachers were not eligible for Jeanes Supervision. Cherokee did not measure up to this requirement.²

Table 3, page 44 shows the distribution of the total number of Jeanes Supervising Teachers employed annually in Georgia counties between

1

Katherine M. Cook, Supervision of Instruction as a Function of State Departments of Education (Washington, 1941), p. 3.

2

Ada Lee Price, "A Study of the History of Jeanes Supervision in Georgia." (Unpublished M.A. Thesis, School of Education, Hampton Institute, 1944), pp. 13-14.

TABLE 2
DISTRIBUTION OF THE NUMBER OF COUNTIES EMPLOYING JEANES
SUPERVISORS IN GEORGIA FOR THE PERIOD 1908-1944*

Year	Jeanes Counties
1908-1912	15
1912-1916	19
1916-1920	25
1920-1924	28
1924-1928	24
1928-1932	32
1932-1936	36
1936-1940	52
1940-1944	64

* Ada L. Price, "A Study of the History of Jeanes Supervision in Georgia." p. 44.

1908-1953.

During this period there was a rise and fall in the counties where Jeanes Supervision work had been established and also in the further expansion of the work. This was due to the fact that when the work was started in 1908, the Jeanes Fund was solely responsible for the maintenance of the program, but as the program proved its value, it was felt that the counties should share the responsibility of the support.¹ This

¹

Ada Lee Price, "A Study of the History of Jeanes Supervision in Georgia." (Unpublished M.A. Thesis, School of Education, Hampton Institute, 1944), p. 15.

TABLE 3

DISTRIBUTION OF THE TOTAL NUMBER OF JEANES TEACHERS EMPLOYED
ANNUALLY IN GEORGIA BETWEEN 1908-1952*

Year	Number of Jeanes Teachers Employed
1908-1912	15
1912-1916	18
1916-1920	24
1920-1924	30
1924-1928	25
1928-1932	32
1932-1936	36
1936-1940	54
1940-1944	64
1944-1948	84
1948-1952	95

*

Statistics taken from the Office files of the State Department of Education for the period 1908-1952.

idea met with approval; therefore, the counties became responsible for both the Jeanes Fund and the county funds. During this period there were times when some counties felt that they were not financially able to maintain the program, and it was discontinued at such times. Later when they felt able to maintain the program, it would be re-established. At times a superintendent would propose that the program be dropped for a year to enable him to drop an unqualified or poor worker without local

friction.

Some counties were reluctant to accept the program because of prejudice or lack of finance with which to carry it. In 1937-1938 the program began to expand, and at the same time the state began allotting teachers to counties and began paying them according to their qualifications. The Jeanes Supervisor was also counted in the allotment. This made it possible for the state to assist in paying her salary.¹

In 1939-40 a State Supervisory Fund was established in order to replace the diminishing funds from the Southern Education Foundation, thus initiating the period of greatest growth of the program as shown in Table 2, page 43. By 1943-44 there were sixty-four counties in Georgia employing Jeanes Supervisors.²

Table 4, page 47 shows the extent to which the Jeanes program had spread throughout Georgia counties during the period of 1944 to 1953, starting with 71 counties in 1944 and ending with 123 counties in 1953 employing Jeanes workers.

The rapid range of the Jeanes Program during the 1946-1948³ Biennium is shown in Figure 2 on page 46 which reveals that there was an increase from 64 counties to 91 counties, or a 42.10 per cent increase, served by 88 Jeanes Supervising Teachers. At that time fifteen other counties with

1

Ada L. Price, "A Study of the History of Jeanes Supervision in Georgia." (Unpublished M.A. Thesis, School of Education, Hampton Institute, 1944), p. 44.

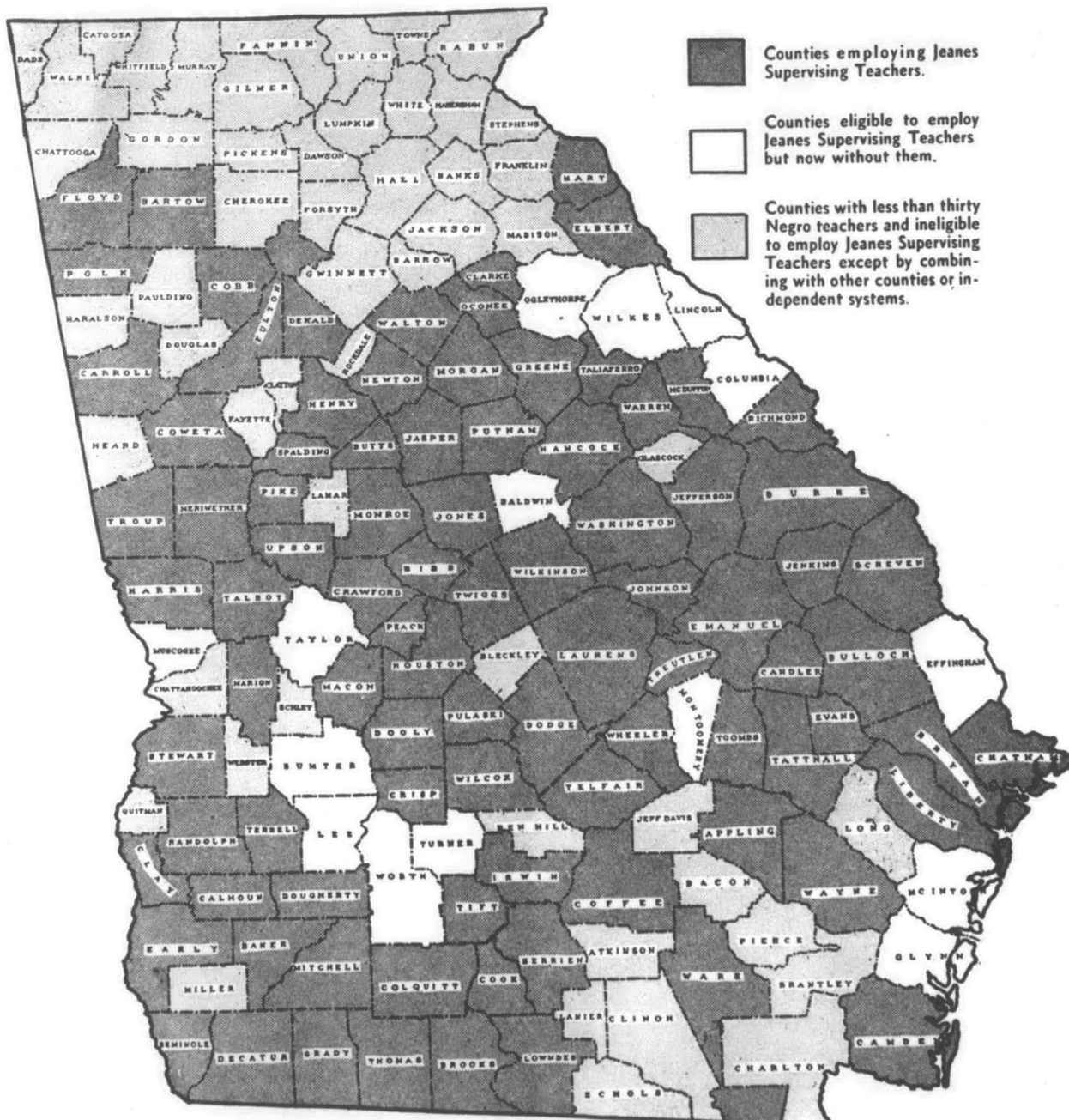
2

Ibid., p. 14.

3

Excerpts from the Seventy-Sixth and Seventy-Seventh Annual Report of the Department of Education to the General Assembly of the State of Georgia for the Biennium ending June 30, 1948.

DISTRIBUTION OF JEANES SUPERVISING TEACHERS *



* Data taken from the Annual Report of the Department of Education to the General Assembly of the State of Georgia for the Biennium Ending June 1948

TABLE 4

DISTRIBUTION OF THE NUMBER OF COUNTIES IN GEORGIA EMPLOYING
JEANES TEACHERS BETWEEN 1944-1953*

Year	Number Counties Employing Jeanes Teachers
1944-1945	71
1945-1946	83
1946-1947	88
1947-1948	87
1949-1950	84
1950-1951	98
1951-1952	113
1952-1953	123

* Statistics taken from the Official List of Jeanes Teachers, Southern Education Foundation, Inc., Atlanta, Georgia.

thirty or more teachers were eligible to employ county supervising teachers, but had not done so.

It was possible for two counties or a county with an independent system in it to cooperate in the employment of a Jeanes teacher. The financing of this work was, at this time, done through contributions from county and city Boards of Education, the State Board of Education, and the Southern Education Foundation.¹

In December 1944, the General Education Board made a grant of

¹

Seventy-Sixth and Seventy-Seventh Annual Reports, Department of Education to the General Assembly of the State of Georgia, Biennium ending June 30, 1948, p. 1.

TABLE 5
DISTRIBUTION OF THE ALLOCATION OF THE \$50,000 GRANT
BY THE GENERAL EDUCATION FOR THE NEW JEANES
COUNTIES ADDED IN GEORGIA, 1945-1950*

Year	Allocation of \$50,000 Grant	Number Counties Added
1945-1946	\$3,124.75	13
1946-1947	4,183.50	6
1947-1948	4,513.50	2
1948-1949	5,055.50	4
1949-1950	300.00	3
Totals	\$17,177.25	28

* Executive Director's Annual Report, Southern Education Foundation, Inc., Atlanta, Georgia. p. 60.

\$60,000 to the Southern Education Foundation. Of this amount, \$50,000 was to be used to stimulate the employment of Jeanes teachers in counties which did not employ them as of December, 1944.¹

Table 5, above, shows the exact allocation of the \$50,000 grant for "New Jeanes Counties added in Georgia."

During the biennium ending June 1952 a new policy was inaugurated which provided that state-aid was available for employment of not more than one Jeanes Supervisor for a system and a minimum of forty teachers

¹

Seventy-Sixth and Seventy-Seventh Annual Reports, Department of Education to the General Assembly of the State of Georgia, Biennium Ending June 30, 1948, p. 1.

is required in one or more system to constitute a supervisory unit. The improvement of instruction in the elementary schools for Negroes in Georgia is achieved mainly through Jeanes Supervision.¹ Figure 3, page 50, shows the systems now being served by 93 Jeanes Supervisors.² The reader will note that only two counties are eligible for Jeanes Supervision.

Very few men were ever employed as Jeanes Supervisors, as originally developed by Miss Randolph, Mr. Jackson Davis, and Dr. Dillard. The job as they envisioned it called for specifically femine background in home and community improvement. However, it is interesting to note that a man did serve in Jones county during the year 1933-34 where a woman served a short time. He was employed for one main reason, which was to promote the building of a possible school in that community.³

Training of Jeanes Teachers.-- No available records are found of the training of the early Jeanes teachers. When the work was first started, it was customary to select the best trained and most capable Negro teacher in the county to serve as the Jeanes teacher. A more recent practice has been to secure the best person available for the work

1

Excerpts from the Eightieth and Eighty-First Annual Reports of the Department of Education to the General Assembly of the State of Georgia for the Biennium Ending June 30, 1952, pp. 6-7.

2

Ibid.

3

Ada L. Price, "A Study of the History of Jeanes Supervision in Georgia." (Unpublished M.A. Thesis, School of Education, Hampton Institute, 1944), p. 20.

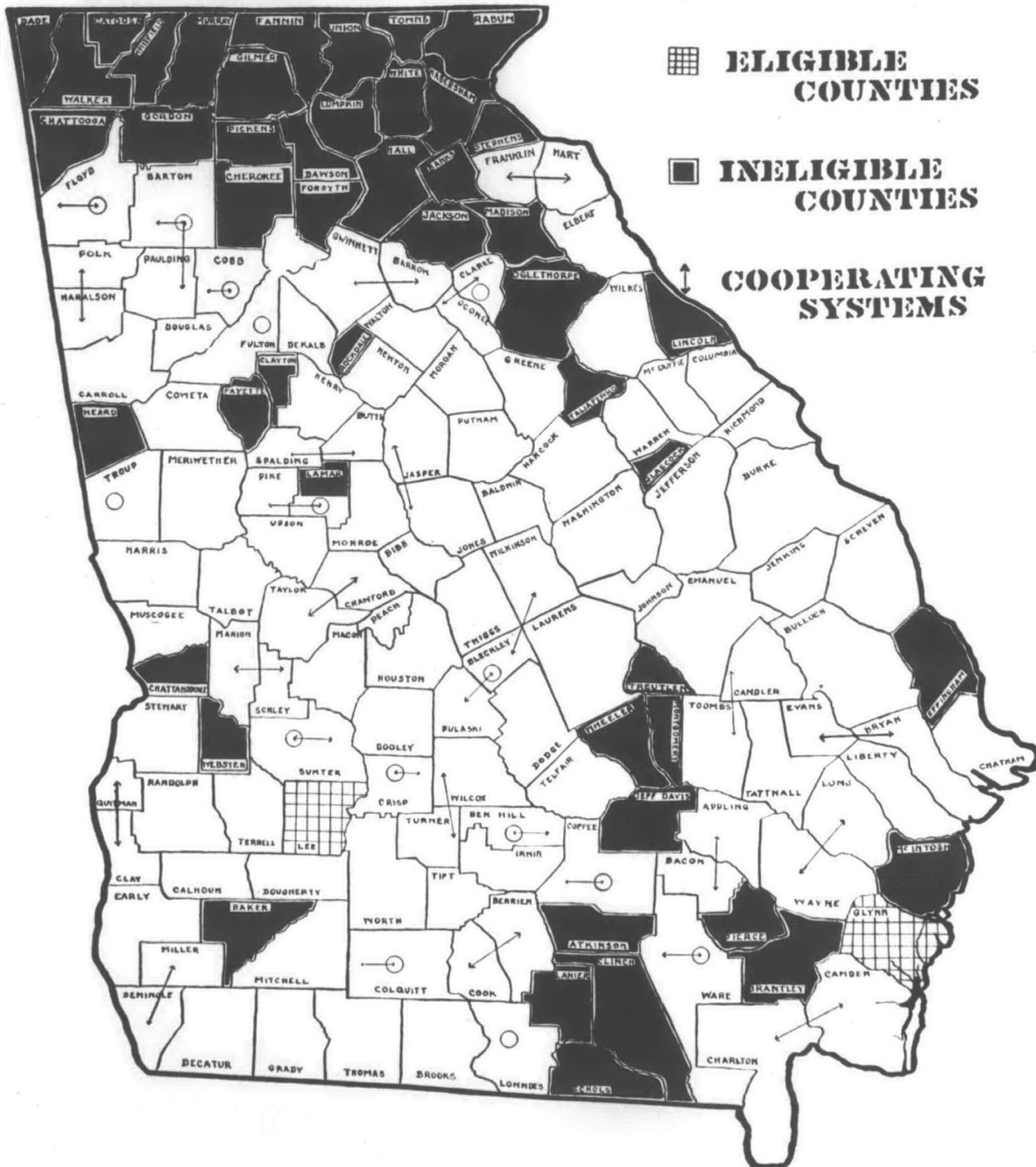
□ JEANES COUNTIES

○ JEANES CITIES

▣ ELIGIBLE
COUNTIES

■ INELIGIBLE
COUNTIES

↑ COOPERATING
SYSTEMS



SYSTEMS EMPLOYING

JEANES SUPERVISORS

* Data taken from the Annual Reports of the Department of Education to the General Assembly of the State of Georgia for the Biennium Ending June 30, 1952

regardless of her place of residence. The key to the success of the Jeanes program is to be found in the selection of the right person to do the work.¹

It was felt that the Jeanes teacher should have training at least equal to that of the better teachers with whom they worked, and that they should always keep abreast of the times professionally and otherwise. It was agreed further that the new Jeanes teachers should know about the early beginnings of the work and its fundamental principle.²

As to character, it was required that the Jeanes teacher should be above reproach, and also possess poise and tact which would aid her in working with both racial groups.³

Good health was essential for her to be able to perform her duties and be an example to those with whom she worked. Another essential to her success was her understanding of and interest in rural people, their problems and possibilities.⁴

It has only been since 1927-28 that the first year of complete data on Georgia Jeanes Supervisors are available. Table 6 on page 52, shows the training of Jeanes teachers from 1927-28 to 1938-1939. It reveals that no specific training was stressed in the beginning, however, with

¹
Robert L. Cousins, Historical Background of the Jeanes Work (Atlanta, Georgia, State Department of Education /n.d./), p. 1.

²
Arthur D. Wright, The Negro Rural School Fund (Washington, 1933), p. 12.

³
Interview with Mr. Robert L. Cousins (State Department of Education, Atlanta, Georgia, March, 1953).

⁴
Ibid.

TABLE 6

DISTRIBUTION OF THE TRAINING OF JEANES TEACHERS IN GEORGIA FOR THE PERIOD, 1927-1939*

Year	One Year College	Two Year College	Three Year College	College Degree A.B. or B.S.	M.A.	No Data	Total
1927-1928	8	-	-	1	-	23	24
1928-1929	-	-	-	1	-	28	29
1929-1930	-	-	-	1	-	27	28
1930-1931	2	8	3	3	-	13	29
1931-1932	5	17	4	7	1	-	34
1932-1933	1	15	4	7	-	-	27
1933-1934	-	20	4	7	1	-	32
1934-1935	-	21	4	8	2	-	35
1935-1936	-	19	4	11	2	-	36
1936-1937	-	14	4	17	3	-	38
1937-1938	-	13	4	30	4	-	51
1938-1939	-	11	4	32	6	-	53

* John C. Dixon, A Plan For Providing Supervision For the Negro Schools of the State of Georgia. New York: Teachers College, Columbia University, 1940, p. 192.

the steady improvement of teachers in the rural schools, it became necessary to improve the qualifications of Jeanes teachers.

The first necessary essential in the training of the Jeanes teacher was graduation from a four year accredited college. If the Jeanes teacher was to command the respect of the teachers whom she supervised, and be able to make a contribution to their work, she should be a person with successful teaching experience. It was also required that she should have special training in rural school supervision and rural school community improvement before being certified for this work.¹

It was about the year 1930 when the output of graduate from colleges began to increase to four years' level and the graduates had better training than some of the Jeanes teachers. Unqualified Jeanes teachers began dropping out of the program. Operating the program on a twelve-months basis and offering better salaries, proved a special attraction to the Jeanes teachers.²

In 1939-40 when the State Supervisory Fund³ was established, a Supervisor's certificate, based upon a minimum of a four-year college certificate, three years of teaching experience and nine semester hours of special training in Rural School Education, was required for participation in the program.⁴

1

Ada Lee Price, "A Study of the History of Jeanes Supervision in Georgia." (Unpublished M.A. Thesis, School of Education, Hampton Institute, 1944), p. 2.

2

Ibid.

3

Ibid., p. 22.

4

Ibid., p. 23.

In 1943¹ a workshop for prospective supervisors was conducted at Atlanta University Summer School, under the direction of Mrs. Helen A. Whiting. Still higher requirements for the Professional Supervisor's certificate, based upon one year of graduate work in the field of Rural School Supervision in Georgia, a cooperative program for selecting and training supervisors was planned and developed extensively under the direction of Mrs. Maenelle D. Dempsey, State Elementary Consultant of Negro Schools.²

At the beginning of each school year the names of prospective supervisors are solicited from persons in leadership positions who work closely with qualified elementary teachers. Following investigation and interviews from fifteen to twenty-five persons are invited to begin the initial training period by participating in a workshop in supervision at Atlanta University under the direction of the State Consultant. Upon the completion of this training program the participants are eligible by County Boards of Education as Jeanes Supervising Teachers.³

Table 7, page 55 reveals the most recent facts on the training of the 95 Jeanes teachers employed in Georgia for the year 1951-1952: (1) 32 or 34 per cent had received a B.S. or an A.E. degree and 63 or 66 per cent had received a Master's degree; (2) that of the 93 Jeanes teachers employed in Georgia at present, 14 or 15 per cent had a college degree

¹ Excerpts from Seventy-Sixth and Seventy-Seventh Annual Reports, p. 2.

² Ibid.

³ Ibid.

TABLE 7

DISTRIBUTION OF THE TRAINING OF JEANES SUPERVISORS IN GEORGIA FOR THE PERIOD, 1950-1953*

Year	One Year College	Two Year College	Three Year College	College Degree A.B. or B.S.	M.A.	Total
1951-1952	-	-	-	32	63	95
1952-1953	-	-	-	14	79	93

*

Data secured from Mr. Robert L. Cousins, Director of the Negro Division of Education,
State Department of Education, Atlanta, Georgia, June 23, 1952.

whereas 79 or 85 per cent had master's degree.

On-the-Job Training of Supervisors.-- During the first year of employment supervisors received on-the-job training which is a partial fulfillment of the requirements for the Professional Supervisor's Certificate.

The coming of the supervised field experience, under the direction of Dr. Laurence E. Boyd, has the following objectives:¹

1. To guide the student into the intellectual and emotional maturity which will make possible a high degree of effectiveness of independent study and work when the student is called upon to work alone and unguided.
2. To guide the student into achieving a fruitful level of proficiency in "sensing" a problem and formulating it into an acceptable research pattern which can be used in working towards its probable solution.
3. To provide the student with "on-the-job" training and experiences in problem-solving within the framework of a problematic-situation peculiar to his or her own school situation or educational program.
4. To provide the student with learning situations and experiences in which he or she will have the full opportunity to observe and to practice the art of critical and discriminating analysis of a problem, the approaches to its solution, and the techniques to be used in its solution, together with the chance to practice the discriminating interpretation of the results of scientific solutions or approaches to problems in the Teaching-Learning Situation and/or community milieu of the school.
5. To provide the student with the opportunity to observe, to learn, and to practice the intricacies of group-dynamics in any cooperative endeavor.
6. To provide the student with the opportunity of developing the skills or competencies requisite to high-level performance of the tasks of school administrator and/or supervisor for which he or she will be responsible as an employee of a school system or an institution of higher learning.

1

Interview with Dr. Robert L. Cousins (State Department of Education, Atlanta, Georgia, April 13, 1953).

The present status and high degree of training of the Jeanes teachers is revealed by the fact that all ninety-three hold teacher's certificates based upon four years of college work, while 63 or 68 per cent of the number hold teacher's certificates based upon five years of college work or the master's degree.¹

It is the consensus of opinions of principals, teachers and supervisors that this field experience, directed by Dr. Laurence E. Boyd is developing ability of procedures of the theoretical approach and workaday approach in meeting their problems.

Certification of Jeanes Teachers.-- When Mr. Cousins began work in the State Department of Education, July 1, 1931, there were no certification requirements for Jeanes teachers at that time, but the county board usually selected one of the best teachers in the system and assigned her the responsibility of helping to look after the Negro schools in Georgia.²

Beginning with the school term 1937-1938 the state began participating in the program of supervision.³

In 1939-1940 when the State Supervisory Fund was established, a supervisor's certificate, based upon a four-year college certificate, three years of teaching experience, and nine semester hours of special

1

Interview with Dr. Robert L. Cousins (State Department of Education, Atlanta, Georgia, June 23, 1953.

2

Letter from Mr. Robert L. Cousins, Director of Negro Division of Education, State Department of Education, Atlanta, Georgia, June 2, 1953.

3

Ibid.

TABLE 8

DISTRIBUTION OF THE TYPES OF CERTIFICATES HELD BY JEANES SUPERVISORS IN
GEORGIA FOR THE PERIOD, 1948-1949 AND 1951-1952*

Year	Type of Certificate				Total
	T-4 or D-4	T-5 or D-5	Provisional or SV-4	Professional or SV-5	
1948-1949	35	53	15	73	88
1951-1952	32	63	18	77	95

*
Statistics taken from Annual Reports of the Department of Education to General Assembly of
The State of Georgia for the Biennium Ending June 30, 1952.

training in Rural school education was required.¹

The Professional Supervisor's Certificate based upon one year of graduate work in the field of rural school supervision was set up during the term 1943-1944. At that time only thirteen or 22 per cent of the sixty-four supervisors were qualified for this certificate. Two-thirds of the remaining fifty-one supervisors were expected to qualify for the Professional Supervisor's certificate the following September, 1944.²

By June 30, 1948, all of the 88 Jeanes Supervising teachers at that time held teacher's certificates based upon four years of college work, while fifty-three or .60 per cent of the number held teacher's certificates based upon five years of work. Seventy-three or .83 per cent of the 88 Jeanes supervisors held a Professional Supervisor's certificate (SV-5) based upon three graduate courses directly related to the job of rural school supervision.³

Table 8, page 58 reveals the distribution of the types of certificates held by Jeanes supervisors for the period 1948-1952.

Table 9, page 60 reveals the following facts of the present status of Jeanes teachers in Georgia; (1) that 30 or 32.3 per cent of the 93 Jeanes teachers hold a teacher's certificate (T-4) based upon four years of college work; (2) that 63 or 68 per cent hold teacher's

1

Ada L. Price, "A Study of the History of Jeanes Supervision in Georgia." (Unpublished M.A. Thesis, School of Education, Hampton Institute, 1944), pp. 20-22.

2

Ibid.

3

Excerpts from the Seventy-Sixth and Seventy-Seventh Annual Reports of the Department to the General Assembly of the State of Georgia for the Biennium Ending June 30, 1948.

TABLE 9

DISTRIBUTION OF THE TYPES OF CERTIFICATES HELD BY JEANES SUPERVISORS
IN GEORGIA FOR THE YEAR, 1952-1953*

Year	Type of Certificate				Total
	T-4 or D-4	T-5 or D-5	Provisional or SV-4	Professional or SV-5	
1952-1953	30	63	14	79	93

*
Statistics taken from office files of Robert L. Cousins, Director of the Negro Division of Education, Atlanta, Georgia, June 23, 1953.

certificate (T-5) based upon five years of college work; (3) that 14 or 15.1 per cent of the 93 Jeanes teachers hold the Provisional Supervisor's (SV-4) certificate based upon three graduate courses; (4) that 79 or 85 per cent hold the Professional Supervisor's Certificate (SV-5) based upon a year of graduate work.

In summarizing the data on certification of Jeanes teachers in Georgia as pointed out in tables 8 and 9, the following significant developments are noted: (1) that from 1948 to 1952 there was an increase in the number of Jeanes teachers holding Teacher's Certificates (T-5) and Professional Supervisor's (SV-5) Certificates; (2) that certification has become a protection for the Jeanes teacher as a professional worker; (3) that certification has given legal and professional sanction to the Jeanes teacher trained for the job; (4) that supply and demand for supervision has been reflected in the increased academic quality of the prerequisites for certification.

Salaries and Expenses of Jeanes Teachers.-- During the early years of Jeanes work in Georgia, the Jeanes Fund paid the total cost of the salary and expenses of a Jeanes teacher as revealed in table 10, page 62-63.

This was done in order to get a Jeanes teacher into a county so that the superintendent, the Board of Education, and the citizens could see and appreciate the value of such work. When the Jeanes teacher was successful in securing such recognition, there was little difficulty involved in persuading the county to assume part of the cost of the work.¹

1

Ada L. Price, "A Study of the History of Jeanes Supervision in Georgia." (Unpublished M.A. Thesis, School of Education, Hampton Institute, 1944), p. 43.

TABLE 10

DISTRIBUTION OF THE FINANCIAL SUPPORT OF THE WORK OF
JEANES SUPERVISORS IN GEORGIA, 1908-1949*

Year	Jeanes Fund	Public Fund	Total
1908-1909	\$ 0	\$ 0	\$ 0
1909-1910	1,125	0	1,124
1910-1911	3,277	0	3,277
1911-1912	4,290	0	4,290
1912-1913	4,384	400	4,789
1913-1914	4,080	720	4,800
1914-1915	4,446	1,332	5,778
1915-1916	3,384	1,224	5,058
1916-1917	3,894	1,738	5,632
1917-1918	3,096	1,632	4,728
1918-1919	3,720	3,072	6,792
1919-1920	4,008	3,888	7,896
1920-1921	8,540	5,460	14,000
1921-1922	8,100	5,490	13,590
1922-1923	8,736	6,972	15,708
1923-1924	8,764	8,064	16,828
1924-1925	7,584	6,468	14,052
1925-1926	8,475	8,050	16,525
1926-1927	7,608	7,536	15,144

*Statistics taken from the Executive Director's Annual Report to The Members and The Board of Directors of the Southern Education Foundation, Inc., Atlanta, Georgia, p. 42.

TABLE 10. (continued)

DISTRIBUTION OF THE FINANCIAL SUPPORT OF THE WORK OF
JEANES SUPERVISORS IN GEORGIA, 1908-1949

Year	Jeanes Fund	Public Fund	Total
1927-1928	\$ 7,682	\$ 7,613	\$15,095
1928-1929	9,048	10,121	19,169
1929-1930	8,512	10,139	18,851
1930-1931	9,338	10,005	19,343
1931-1932	10,432	10,464	20,896
1932-1933	11,596	10,920	22,516
1933-1934	12,045	10,263	22,308
1934-1935	12,810	11,690	24,500
1935-1936	12,960	13,248	26,208
1936-1937	13,020	15,120	28,140
1937-1938	16,525	36,159	52,684
1938-1939	10,530	46,656	57,186
1939-1940	5,772	45,174	57,112
1940-1941	5,559	49,980	55,539
1941-1942	5,724	54,855	60,679
1942-1943	5,928	65,949	71,877
1943-1944	6,720	80,320	87,040
1944-1945	7,314	103,362	110,676
1945-1946	10,560	144,488	155,040
1946-1947	11,220	222,445	233,665
1947-1948	10,920	220,668	231,588
1948-1949	11,678	234,040	245,718
Total	313,853	1,482,282	1,796,136

Table 10, also reveals the following facts: (1) that 1912-13 marks the first year that public funds were allocated for the support of the Jeanes teacher program; (2) that for the year 1948-49, the amount of public funds increased to \$234,040; (3) during that period there was considerable fluctuation in the amount of expenditures for the program, although for the entire period shown by the table, there was an overall increase as shown by the original allocation of \$400 as compared to \$234,040 for 1948-49.

By September 1931, each county in Georgia assumed a reasonable part of the cost of the work for the school year 1930-1931, ranging from .084 per cent to 51 per cent. The salary schedule for Jeanes teachers in Georgia is based upon the type of certificates they hold.¹

Table 11, page 65, shows the salaries of Jeanes teachers in Georgia from 1927-28 through 1938-39.

During the years up to 1937, the salaries of Jeanes teachers changed from year to year, but it was not until 1937-38, the year the state teacher's salary went into effect that there was an appreciable increase.

The coming, at this time, of a systematic salary scale for Jeanes teachers was the result of such forces as, increased cost of living, travel expenses and other demands of a professional nature, made it necessary to provide a salary scale for the Jeanes teacher.²

Annual Expenditures of the Jeanes Program.-- When the state began participating in the program of supervision in 1937, funds were secured

1

Ada L. Price, "A Study of the History of Jeanes Supervision in Georgia." (Unpublished M.A. Thesis, School of Education, Hampton Institute, 1944), p. 46.

2

Ibid.

TABLE 11
DISTRIBUTION OF SALARIES OF JEANES SUPERVISORS
IN GEORGIA FOR THE PERIOD, 1927-1939*

Monthly Salary Schedule				
Year	Average	Lowest	Highest	Total
1927-1928	\$ 79.08	\$60.00	\$116.66	\$653.92
1928-1929	79.45	60.00	136.25	661.15
1929-1930	80.19	60.00	134.62	670.77
1930-1931	79.96	63.33	134.99	638.58
1931-1932	82.25	55.00	120.00	644.72
1932-1933	83.15	60.00	110.00	667.30
1933-1934	84.02	50.00	110.00	707.18
1934-1935	81.81	50.00	110.00	701.31
1935-1936	84.51	55.00	110.00	724.58
1936-1937	94.00	65.00	110.00	812.68
1937-1938*	112.24	80.00	133.33	1034.62
1938-1939	118.56	90.00	140.00	1065.49

*

Data taken from the Annual Report of the Executive Directors to the Members and The Board of Directors of the Southern Education Foundation, Inc., Oct. 13, 1949.

*

First year of the state program.

from these sources; the state, the county, and the Southern Education Foundation. But, as of 1937¹ the total financial responsibility for this program was assumed by the state with about ten per cent of the systems supplementing the state schedule.²

Table 12, page 67, reveals directly and by implication the following facts; (1) starting in 1908-09 the Jeanes program was supported solely by the Jeanes Fund allocation of \$313,853, without any subsidy derived from public funds, state, county or national; (2) that over the 40 year period there was an increasing allocation of Jeanes Foundation funds totaling \$313,853; (3) that as of 1948-49, with the public subsidies mounting from no funds to \$1,482,283, as of 1948-49 to show a total of \$1,796,136 total expenditures for the Jeanes program in that year, and while a cumulative number of Jeanes teachers over the 40 year period, ending in 1948-49 was 1,447.

The salaries of Jeanes teachers increased materially during the period from 1945-46 to 1949-50. More adequate state financing was largely responsible for this, but the General Education Board grant also had some effect on the salaries.³

Table 13, page 68, reveals the following facts; (1) that the average public expenses for Jeanes work per county in Georgia for the years 1949-1950, was \$2790.00 or 1.09 per cent of the total amount; (2) that the

1

Interview with Dr. Robert L. Cousins, Director of Negro Division of Education, State Department of Education, Atlanta, Georgia, March 1953.

2

Ibid.

3

J. C. Dixon, Annual Report, Jeanes Fund Statistical Sheets, Southern Education Foundation, Atlanta, Georgia, p. 65.

TABLE 12

DISTRIBUTION OF THE CUMULATIVE FINANCIAL SUPPORT OF THE JEANES WORK IN
GEORGIA FOR THE PERIOD, 1908-09 THROUGH 1948-49*

Financial Support			
Cumulative Number of Jeanes Teachers	Jeanes Fund	Public Fund	Total
1,447	\$313,853	\$1,482,283	\$1,796.136

* Statistics taken from the Annual Report of the Executive Directors to The Members and The Board of Directors of the Southern Education Foundation, Inc., Atlanta, Georgia, p. 16.

TABLE 13
DISTRIBUTION OF THE ANNUAL PUBLIC EXPENDITURE FOR JEANES WORK
PER COUNTY IN GEORGIA, 1949-1950*

Year	Average	Minimum	Maximum	Total Public Funds
1949-1950	\$2790.00	\$2412.00	\$3705.00	\$256,637.00

*
Statistics taken from the Executive Directors Annual Report Jeanes Fund Statistical
Sheets, Southern Education Foundation, Atlanta, Georgia.

minimum amount of public expenses for Jeanes work per county for the year 1949-50 was \$2,412.00 or 0.94 per cent of the total amount; (3) that \$3,705.00 or 1.44 per cent of the total was the maximum amount of public expenses per county for Jeanes work in Georgia for the period 1949-50.

Table 14, page 70, reveals the average public expenses for Jeanes work in Georgia per teacher for the year 1949-50, was \$2895.00 or 1.12 per cent of the total amount; (2) that the minimum amount of public expenses for Jeanes work per teacher for the year 1949-1950 was \$2,255.00 or 0.94 per cent of the total amount; (3) that \$3,705.00 or 1.44 per cent of the total was the maximum amount of public expenses per county for Jeanes work in Georgia for the period 1949-50.

Table 14, page 70 also reveals the total public expenses for Jeanes work in Georgia per teacher for the year 1949-50.

Table 15, page 71, reveals the following facts; (1) that for the year 1950-51, \$12,000 was appropriated and granted to Georgia for the salaries and expenses of Jeanes teachers; (2) that \$100.00 was appropriated and granted to Georgia for Jeanes teachers' meetings and conferences; (3) that a total of \$12,100.00 was appropriated and granted to Georgia for Jeanes teachers' salaries, expenses and meetings for the year 1950-51.

Travel Allowance for Jeanes Teachers.-- In the early years of the Jeanes program, the Jeanes teachers provided their own transportation by car and financed the upkeep of the car out of their regular salary. However, in a few instances travel allowance above the regular salary was

TABLE 14
DISTRIBUTION OF THE ANNUAL PUBLIC EXPENDITURE FOR JEANES WORK
PER TEACHER IN GEORGIA, 1949-1950*

Year	Average	Minimum	Maximum	Total Public Funds
1949-1950	\$2895.00	\$2255.00	\$3705.00	\$256,637.00

*
J. C. Dixon, Annual Reports, Jeanes Fund Statistical Sheets, Southern Education Foundation,
Atlanta, Georgia, p. 39.

TABLE 15

DISTRIBUTION OF APPROPRIATIONS AND GRANTS TO GEORGIA FOR
JEANES TEACHERS IN GEORGIA, 1950-1951*

Year	For Jeanes Teacher's Salaries and Expenses	For Jeanes Teacher's Meetings and Conferences	Total
1950-1951	\$12,000.00	\$100.00	\$12,100.00

*
Executive Director's Annual Report to the Members and The Board of Directors of the Southern
Education Foundation, Inc., Atlanta, Georgia.

given some Jeanes teachers by the counties where they were employed.¹

It is significant to note that during the school term 1943-44, only one county, of the 64 counties in Georgia employing Jeanes teachers, paid a travel allowance above the regular salary. Carroll county paid \$250² for travel above the regular salary.

Below is an abstract of the policies governing supplement and travel expenses of Jeanes teachers in Georgia as provided for in the Minimum Foundation Program budget which became effective September 1, 1951.³

- (a) For each month that a supervisor of instruction works, funds will be provided with which to pay the state salary schedule according to the type of teacher's certificate held as provided by law.
- (b) Funds will be made available with which to pay a supplement of not more than \$50 per month and not more than \$500 per year for holders of the Provisional Supervisor's Certificate (SV-4) and not more than \$75 per month, and not more than \$750 per year for holders of the Professional Supervisor's Certificate (SV-5).
- (c) Employing Boards of Education will be reimbursed for approved travel expenses of supervisor's of instruction not to exceed \$500 for the ten months worked.

For the school term 1951-52 the total amount of public funds paid for salaries and supplement of Jeanes teachers was \$363,850.00. The maximum amount of public funds available for travel expenses of Jeanes teachers

¹
Ada L. Price, "A Study of the History of Jeanes Supervision in Georgia." (Unpublished M.A. Thesis, School of Education, Hampton Institute, 1944), p. 2.

²
Ibid.

³
Robert L. Cousins, "Administrative Policies Governing Employment of Supervisors of Instruction in Local Systems in Georgia as Provided for in the Minimum Foundation Budget" (Atlanta, Georgia, State Department of Education, 1951), p. 6.

TABLE 16

DISTRIBUTION OF THE NUMBER OF SCHOOLS SUPERVISED BY JEANES
TEACHERS IN GEORGIA, 1951-1952*

Number Of Schools According To Size							
Year	One- Teacher	Two- Teacher	Three- Teacher	Four- Teacher	Five to Eight- Teacher	Nine And Over	Total
1951-1952	561	299	126	52	185	291	1514

*

Statistics taken from the Eightieth and Eighty-First Annual Reports of The Department of Education To The General Assembly of The State of Georgia, For The Biennium Ending June 30, 1952.

was \$47,500.00.¹

Number of Schools Directed by Jeanes Teachers.-- Table 16, page 73, reveals the following facts; (1) that 561 or 31 per cent of the schools supervised were one-teacher schools; (2) that 299 or 19.8 per cent of the schools supervised were two-teacher schools; (3) that 126 or .083 per cent of the schools supervised were three-teacher schools; (4) that 52 or .034 per cent of the schools supervised were four-teacher schools; (5) that 185 or .122 per cent of the schools supervised were five to eight teacher schools; (6) that 291 or .192 per cent of the schools supervised were schools with nine teachers and over.

Table 16 also shows that there was a total of 1,514 schools supervised in Georgia by Jeanes teachers during the year 1951-1952.

Types of Activities Carried on by Jeanes Teachers.-- Of the 75 questionnaires received from Jeanes teachers in Georgia, Table 17, pages 75-76, reveals the following facts of the types of instructional activities carried on by Jeanes teachers in Georgia; (1) that 70 helped teachers identify and solve problems, whereas 5 did not; (2) that 72 suggested desirable changes in ways of instructing pupils, whereas, 1 did not perform this activity; (3) that 72 guided teachers in making lesson plans and teaching units and 2 did not perform this activity; (4) that 70 held individual conferences with teachers after or following visits, and only 3 did not perform this activity; (5) that 71 assisted with planning and conducting study groups, while 2 did not; (6) that 73 assisted in the organization of county-wide Teachers' meetings, while 1 did not;

1

Robert L. Cousins, Office Files of the State Department of Education, Atlanta, Georgia.

TABLE 17

DISTRIBUTION OF THE SUPERVISORY ACTIVITIES PERFORMED BY JEANES
TEACHERS IN GEORGIA FOR THE PERIOD, 1952-1953

Activity	Number Actually Performing Duty	Number Not Performing	No Data
1. Help teachers identify and solve problems	70	5	-
2. Suggest desirable changes in ways of instructing pupils	72	1	2
3. Guide teachers in making plans and teaching units	72	2	1
4. Hold individual conferences with teachers after or following visits	70	3	2
5. Assist with planning and conducting study groups	71	2	2
6. Assist in organizations of County-wide Teachers' meetings	73	1	1
7. Give demonstrations of Instructional materials	71	3	1
8. Work with P.T.A. and other officials of the school	68	3	4
9. Keep progress report on teachers	68	6	1
10. Assist with personal problems	71	2	2
11. Invite outside consultants	73	1	1
12. Suggest professional books, magazines and other articles to teachers	67	6	1
13. Assist in constructing general educational objectives	69	5	-

TABLE 17 (continued)

DISTRIBUTION OF THE SUPERVISORY ACTIVITIES PERFORMED BY JEANES
TEACHERS IN GEORGIA FOR THE PERIOD, 1952-1953

Activity	Number Actually Performing Duty	Number Not Performing	No Data
14. Help the teachers to make out daily programs	75	-	-
15. Encourage teachers to expand projects which they have initiated with reasonable success	75	-	-
16. Assist teachers in selecting supplementary teaching aids	75	-	-
17. Assist in setting up a calendar plan for carrying out program	69	6	-
18. Send bulletins and suggested teaching material to teachers	71	2	2

(7) that 71 gave demonstrations on instructional materials, while 3 did not; (8) that 68 worked with P.T.A. and other officials of the schools, while 3 did not; (9) that 68 kept progress reports on teachers, while 6 did not; (10) that 71 assisted with personal problems, while 2 did not; (11) that 73 invited outside guest consultants, while 1 did not; (12) that 67 suggested professional books, magazine and other articles to teachers, while 6 did not; (13) that 69 assisted in constructing general educational objectives, while 5 did not; (14) that all 75 helped the teachers to expand projects which they had initiated with reasonable success; (15) that all 75 helped the teachers to make out daily programs; (16) that all 75 assisted teachers in selecting supplementary teaching aids; (17) that 69 assisted in setting up a calendar plan for carrying out programs, while 6 did not; (18) that 71 sent bulletins and suggested teaching material to teachers.

These data show that Jeanes teachers in Georgia have applied themselves to the task of improving instruction for teacher-pupil growth. It might be assumed that these activities show marked progress in the better training and higher-degree certification of Jeanes teachers in Georgia.

Table 18, page 78, shows the following facts of the types of administrative activities of Jeanes teachers in Georgia; (1) that all 75 helped to secure an adequate staff; were held responsible for carrying on a testing program, inspected and made recommendations concerning physical equipment; made special reports to superintendents, assisted in the planning of school buildings, requested meetings with superintendent and secured substitutes when teachers were out; (2) that 65 were held responsible for requisitioning textbooks and other supplies, while 3 did not

TABLE 18

DISTRIBUTION OF THE TYPES OF ADMINISTRATIVE ACTIVITIES OF
JEANES TEACHERS IN GEORGIA, 1952-1953

Activities-Administrative	Number Performing Activity	Number Not Performing	No Data
1. Help to secure an adequate staff	71	-	-
2. Responsible for requisitioning textbooks and other supplies	65	3	7
3. Held accountable for textbooks	67	5	3
4. Responsible for carrying on a testing program	75	-	-
5. Inspect and make recommendations concerning physical equipment	75	-	-
6. Make special reports to superintendents	75	-	-
7. Assist in school building plans	75	-	-
8. Discuss all business with superintendent alone	-	-	-
9. Request meetings with superintendents	75	-	-
10. Select Teachers alone	13	48	24
11. Make recommendations for promotions and dismissals	70	2	3
12. Get substitutes when teachers are out	75	-	-

perform this activity; (3) that 65 were held accountable for textbooks while 5 were not; (4) that only 13 selected teachers alone, while 48 did not; (5) 70 made recommendation for promotions.

Table 19, page 80, shows the following public relations activities performed by Jeanes teachers in Georgia; (1) that 75 helped teachers improve community status; encouraged teachers to participate in church clubs and other civic organizations; (2) that 57 addressed community groups and civic organizations, whereas 10 did not; (3) that 70 conferred with teachers on personal welfare, while 3 did not; (4) that 63 conducted exhibits while 7 did not; (5) that 70 conducted public programs whereas five did not; (6) that 68 conducted conferences, while 5 did not; (7) that 70 conducted community meetings; while 3 did not.

In summarizing tables 17, 18 and 19, the Jeanes teachers' activities were varied which indicated that education is not the exclusive business of school personnel. The Jeanes teachers, administrators, teachers, children, parents and other citizens work together--the Jeanes teachers and administrators acting as liason between those whose full-time job is working with one particular group of children in an organized school program and those who have human investment at stake. It is assumed that the supervisory program provides leadership in the improvement of instruction and in curriculum building, and hence, determine the public's appraisal or assessment of the schools.

Further, tables 17, 18 and 19, show that a large and significant proportion of the Jeanes teachers' time is devoted to adult education and participation in civic planning.

TABLE 19

DISTRIBUTION OF THE TYPES OF PUBLIC RELATIONS ACTIVITIES
OF JEANES TEACHERS, IN GEORGIA, 1952-1953

Activities	Number Performing Activity	Number Not Performing Activity	No Data
1. Help teachers improve community status	75	-	-
2. Address community groups and civic organizations	57	10	8
3. Encourage teachers to participate in church, clubs, and other civic organizations	75	-	-
4. Promote cordial relations with teachers	75	-	-
5. Confer with teachers on Personal Welfare	70	3	2
6. Conduct:			
a. Exhibits	63	7	5
b. Public Programs	70	5	-
c. Conferences	68	5	2
d. Community Meetings	70	3	2

Memberships in Professional Organizations held by Jeanes Teachers.--

Table 20, page 81, shows that 26 or 35 per cent of the Jeanes teachers were members of the Association For Supervision and Curriculum Development, that 66 or 88 per cent were members of the Georgia Teachers Educational Association, that 44 or 59 per cent were members of the National Educational Association, that 43 or 57 per cent were members of the American Teachers Association and that 75 or 100 per cent were members of their local teacher's organization.

TABLE 20
DISTRIBUTION OF PROFESSIONAL ORGANIZATION MEMBERSHIP OF
JEANES TEACHERS IN GEORGIA, 1952-1953

Professional Organization	Number	Per Cent
Association For Supervision and Curriculum Development	26	35
Georgia Teachers Educational Association	66	88
National Education Association	44	59
American Teachers Association	43	57
Local Teachers Association	75	100

In terms of the total number of 93 Jeanes teachers employed in Georgia, these 75 or 81 per cent responding to the questionnaire, imply that if the writer could have heard from all, she could have assumed that they would have been as good or better. Further, from the facts revealed in table 19 it may be assumed that in general, throughout the state of Georgia, Jeanes teachers avail themselves of the opportunities to maintain cooperative relationships with organizations, lay and professional, which provided them with the opportunity to promote better understanding of educational objectives and procedures.

It may be assumed further that many use the educational magazine of these professional organizations as means of extending their services.

Distribution of the Average Number of Months Worked by Jeanes Teachers.-- Table 21, pages 82-83, reveals the average number of months for each year Jeanes teachers worked in Georgia for the period, 1908-1952.

TABLE 21
DISTRIBUTION OF AVERAGE NUMBER OF MONTHS WORKED BY
JEANES TEACHERS IN GEORGIA, 1908-1952*

Year	Average Number Months Worked
1908-1909	0
1909-1910	5.50
1910-1911	7.25
1911-1912	6.50
1912-1913	7
1913-1914	7.25
1914-1915	6.50
1915-1916	6.50
1916-1917	6
1917-1918	5.25
1918-1919	6
1919-1920	6
1920-1921	7.25
1921-1922	7
1922-1923	8
1923-1924	7.25
1924-1925	8

*

Statistics secured from Annual Report of the Executive Director,
Southern Education Foundation, Inc., p. 42.

TABLE 21 (continued)

DISTRIBUTION OF AVERAGE NUMBER OF MONTHS WORKED BY
JEANES TEACHERS IN GEORGIA, 1908-1952

Year	Average Number Months Worked
1925-1926	8.50
1926-1927	8.25
1927-1928	8.25
1928-1929	8.25
1929-1930	8.25
1930-1931	8
1931-1932	8
1932-1933	8.25
1933-1934	8.50
1934-1935	8.50
1935-1936	8.50
1936-1937	9
1937-1938	9
1938-1939	9
1939-1940	9
1940-1941	9
1941-1942	9
1942-1943	9
1943-1944	10.25
1944-1945	11.50
1945-1946	12
1946-1947	12
1947-1948	12
1948-1949	12
1949-1950	10
1950-1951	10
1951-1952	10

The facts revealed in table 21, shows marked increase in the average number of months worked by Jeanes teachers which implies that not only is progress of the Jeanes program measured in terms of tenure, but in the holding power of those concerned.

Ages of the Jeanes Teachers in Georgia.-- Table 22, page 85, reveals that: (1) the ages of the Jeanes teachers varied, (2) that the highest number or 40 per cent of the Jeanes teachers were between the ages 35-38, (3) that the lowest number or .025 per cent of the Jeanes teachers were between the ages 45-49.

Teaching Positions Held by Jeanes Supervisors.-- Table 23, page 85, reveals that the teaching positions were also varied: 10 or .13 per cent of the Jeanes teachers presently employed in Georgia had worked as high school principals; 28 or .37 per cent had worked as high school teachers and as elementary school principals; and 53 or .71 per cent had worked as an elementary school teacher.

Total Teaching Experiences of Jeanes Teachers in Georgia.-- Table 24, page 86, shows the total teaching experiences in years of Jeanes teachers in Georgia. It is interesting to note that 56 or 75 per cent of the Jeanes teachers had over 10 years experience.

In summarizing tables 23 and 24, it may be assumed that the progress of the Jeanes program is due, to a great extent, to the wide and varied teaching experiences of the Jeanes teachers.

Development of the Supervisory Program in Terms of Levels.-- The development of the supervisory program in Georgia in terms of levels may be classified under the following captions, namely, the elementary school level, and the high school level.

TABLE 22

DISTRIBUTION OF THE AGES OF THE JEANES SUPERVISORS IN GEORGIA, 1952-1953

Ages	Number	Per Cent
20-24	-	-
25-29	7	.09
30-34	17	.22
35-38	30	.4
40-44	6	.08
45-49	2	.025
50-54	4	.053
55-64	5	.066
65 and Over	4	.053
Total	75	

TABLE 23

DISTRIBUTION OF THE TEACHING POSITIONS HELD BY THE JEANES
SUPERVISORS IN GEORGIA, 1952-1953

Positions	Number	Per Cent
High School Principal	10	.13
High School Teacher	28	.37
Elementary School Principal	28	.37
Elementary School Teacher	53	.71

TABLE 24
DISTRIBUTION OF THE TOTAL TEACHING EXPERIENCES
IN YEARS OF JEANES TEACHERS IN GEORGIA

Years	Number	Per Cent
1 Year	-	-
2 Years	-	-
3 Years	2	.03
4 Years	1	.01
5 Years	2	.03
6 Years	1	.01
7 Years	-	-
8 Years	1	.01
9 Years	3	.04
10 and Over	56	75
No Data	9	.12
Total	75	100

During the beginning years of the supervisory program, the Jeanes teachers worked mainly with elementary schools. It was interesting to note from the 75 returned questionnaires that 55 or 73 per cent of the Jeanes teachers are working in the high school level.

Implications of the Minimum Foundation Program and The Extended School Program.-- Supervision is an investment in instruction, and the results or returns on this investment are in the form of improved teaching, improved opportunities for continuous growth and improved living for

those in whom the investment is made. Because of the progress in the training of teachers, and the trend toward consolidation, the end is not yet. The unfortunate and incomplete conception of supervision as merely an aid to poor teachers in times of special need has greatly limited its use and effectiveness. The Minimum Foundation Program and the Extended school program will serve as a bridge for continuous growth and development of teachers, children and lay groups.

The Minimum Foundation Program is a support for improving instruction in the schools of Georgia. This increased financial support means more and better trained teachers which enables them to better understand the problems and needs of the Negro youth and adults of Georgia.

It means the effectiveness of teachers working as members of a team for those attainments of which all are responsible. It means better facilities and instructional material that will enable teachers to widen their vision, broaden their culture, and teach those things which are basic and fundamental to the needs of individuals and groups. It means that supervision assists the teacher in realizing the values of their training, insight, knowledge, skills, and personalities which will not only improve their services but increase their professional strength for even better services. It means teachers with training which enables them to know how to help children develop into productive citizens in a democracy.

The greatest implication for supervision in Georgia lies in the fact that the Minimum Foundation Program and the Extended School Program will provide better schools, better trained teachers, the use of leisure time and the development of children and youth toward responsible citizenship.

While the programs illustrate two of the ways in which Georgia is moving forward in its educational program; they suggest that Georgia can provide and continue to provide better supervision, if it sets itself sincerely to this great challenge.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introductory Statement.-- The fullest understanding and appreciation of the development of the supervisory program of Jeanes teachers in Georgia are to be gained through a systematic study of its origin, course of growth and the environmental forces that have played upon its development through the years. This approach is the essence of the historical method of looking at data. Therefore the writer has presented the factual information, both statistical and historical, together with pertinent interpretations, as it has been related to the origin and development of the supervisory program of Jeanes teachers in Georgia during the period 1908-1952.

The major purposes of this research has been two-fold, to wit, first, to determine the origin of the Jeanes program in Georgia, and second to trace the development of the Jeanes program in Georgia during the period 1908-1952.

The conclusions, implications and recommendations inherent in the completed research have been derived from the analysis and interpretations of the data as it relates to the origin and development of the supervisory program of Jeanes teachers in Georgia for the period 1908-1952.

Purposes of the Study.-- The purposes of the study were to discover, if possible, the following facts: (1) the origin, motivation, and development of the Jeanes program in Georgia as reflected by the enabling legislative and administrative policies; (2) the significant factors in

the progress of the Jeanes teacher program; (3) the extent and cooperative efforts in the Jeanes Program between the State Department of Education of Georgia and individual school systems of Georgia; (4) the number of schools served and the enrollment of pupils in those schools served by Jeanes teachers; (5) the increases of operational expenditures during the development; (6) the significant contributions to the Jeanes program of influential personalities; and (7) the impact of related agencies upon the development of the Jeanes program in Georgia for the period, 1908-1952.

Experimental Design and Setting.-- The situational aspects of this research are to be tersely characterized as follows:

1. This study was carried out during the second semester of the school year of 1952-1953, with the details of the work being done at Metter, Georgia.
2. The subjects who cooperated in this study were all of the Jeanes Supervisors, together with their individual and collective professional achievements who have worked in the state of Georgia for the period 1908-1952.
3. The instruments used to collect the necessary data were a specifically designed questionnaire, check list, reports and records of supervisors, principals, school superintendents; records and reports of the Negro Division of Education and the Southern Education Foundation; conferences with and visitations to key-individuals in the schools or schools systems which have been served by the Jeanes program in Georgia for the period 1908-1952.
4. A combination of the Normative-Survey and Historical-Methods of Research were used to collect the data for this study.
5. The data revealed through the various instruments were assembled into appropriate Tables and/or charts which in turn were the bases for the analyses and interpretations which constitute the thesis copy.

The Findings, Conclusions, Implications and Recommendations which have been drawn directly from an analysis and interpretation of the data treated in this research will be presented in the immediate paragraphs.

Findings.-- The basic findings derived from the analysis of the data are summarized in the sequential paragraphs immediately to follow.

Origin of the Jeanes Teacher Movement

1. Jeanes supervision had its origin in the early part of the twentieth century, when Miss Anna T. Jeanes, a Quaker lady of Philadelphia, gave financial assistance to various Negro colleges in the south and later entrusted the sum of \$200,000 to the General Education Board for the promotion of rural schools for Negroes in the South.
2. The movement was started in 1908 by Dr. Jackson Davis, when he was superintendent of schools in Henrico County, Virginia, after observing the successful work of Miss Virginia Randolph.
3. The idea of the Jeanes program became contagious and soon spread to other counties and states.
4. Georgia became interested and introduced Jeanes supervision into the state the same year it was first established in 1908.

Authorizing Legislative Enactments

1. Law of 1908: introduced Jeanes supervision into the state.
2. Law of 1910: ruled that counties with fewer than ten teachers were not eligible for the program.
3. Law of 1913: provided for a State Agent and an assistant State Agent who were to be responsible for the operation of the Jeanes Program.
4. Law of 1917: discontinued State Agents and employed Jeanes Industrial Teachers to carry on the program.
5. Law of 1919: provided for the return of a State Agent to supervise the program.

6. Law of 1926: approved and designated Mr. Walter B. Hill as State Agent of Negro schools.
7. Law of 1930: approved of Mr. J. C. Dixon as State Agent to fill vacancy left by Mr. Hill.
8. Law of 1931: approved of Mr. Robert L. Cousins as assistant State Agent.
9. Law of 1935: appointed Mrs. Helen A. Whiting as Negro State worker in Elementary Schools.
10. Law of 1937: appointed Mr. Robert L. Cousins as Director of Negro Education, within the State Department of Education of Georgia.
11. Law of 1939: provided for a state supervisory fund.
12. Law of 1943: appointed Mrs. Maenelle Dempsey as State Consultant of Elementary Schools of Georgia.
13. Law of 1949: provided state-aid for employment of not more than one Jeanes teacher for a system and a minimum of forty teachers.
14. Law of 1950: provided for travel of Jeanes teachers in Georgia.
15. Law of 1951: recognized the need of and approved of Dr. Laurence E. Boyd as Co-ordinator of Field Services for Principals and Supervisors.

Influential Factors

The factors influencing the Jeanes program were dilapidated and poorly equipped school buildings, poor training and immaturity of teachers, social and economic problems due to inadequate training of teachers and lay people, another significant influential factor was the devotion of chief state school officials, county superintendents of schools, and other educational leaders to extend to schools of rural and sparsely settled communities professional supervision.

Influential and Cooperating Agencies

The Anna T. Jeanes Fund set aside \$1,000,000 in 1907 to be used to assist rural education in the South. The Jeanes Fund has been used to pay part of the salary of Jeanes Teachers.

The Slater Fund

The Slater Fund gave attention to the development of larger and better schools for Negroes in the South.

The General Education Board

The General Education Board was organized by John D. Rockefeller for the purpose of promoting education within the United States, without distinction of race, sex or creed. The General Education Board has given assistance in promoting educational opportunities for Negroes in Georgia in such areas as, buildings, transportation, teacher training institutes, vocational education, and libraries. Specifically, the General Education Board subsidized Negro Education by paying the salaries of the Directors of Negro Education within the State Department of Education in the various Southern states.

The Julius Rosenwald Fund

The Julius Rosenwald Fund was initiated by Mr. Julius Rosenwald October 1917, provided that the income from that Fund was to be used to aid schools for Negroes, to lengthen the school term and establish libraries.

The Phelps-Stokes Fund

The Phelps-Stokes Fund was created in 1909 for the purpose of providing additional salaries for Jeanes teachers in the South and to establish fellowships for the study of the Negro question at the University of Georgia.

The Carnegie Corporation

The Carnegie Corporation gave encouragement to the work of the Jeanes and Slater Funds through endowments and other grants to Hampton Institute and Tuskegee Institute as centers for the training of Jeanes teachers.

Relationships With Other Educational Foundations

In the whole area of the relationships of the Jeanes program with other educational, philanthropies, and Welfare Foundations, there has been a continuing recognition and acknowledgement of the significant contribution of the Jeanes program to the American Cancer Society, Tuberculosis Association, Infantile Paralysis, Health Agencies, Welfare Agencies, and many other foundations in the state of Georgia.

Operational Expenditures

Table I

During the year 1913-14 the Jeanes Fund paid 84 per cent of the salaries of Jeanes teachers, and the public paid the remaining 16 per cent. However, over the years the state contributed increasing amounts to the Jeanes program until with the liquidation of the Jeanes Fund in 1951-52, the public paid the total or 100 per cent of the salaries for Jeanes teachers in Georgia.

Jeanes Supervision in Georgia Counties

Table 2

Jeanes Supervision was introduced into the state of Georgia during the first year it was established in 1908. The first five counties to employ Jeanes teachers were Cherokee, Grady, Laurens, Dougherty, and Putnam. Two years later there was a decrease in that Cherokee County dropped from the list due to the ineligibility of sufficient number of teachers to be supervised.

Number of Jeanes Teachers Employed

Table 3

There was a rise and fall in the number of Jeanes teachers employed in Georgia between the years 1908-1940. This was due to prejudice and lack of finance. The State Supervisory Fund which was established in 1939-40, in order to replace diminishing funds from the Southern Education Foundation, initiated the period of greatest growth of the Jeanes program.

Number Counties Employing Jeanes Teachers

Table 4

The record of the number of counties in Georgia employing Jeanes teachers at different periods are as follows: In 1944-45 71 counties employed Jeanes teachers; in 1945-46 83 counties employed Jeanes teachers; in 1946-47 88 counties employed Jeanes teachers; 87 counties employed Jeanes teachers for the year 1947-48; 84 counties employed Jeanes teachers for the year 1948-49; 98 for the year 1949-50; 113 for the year 1950-51; and 123 for the year 1951-52.

Allocation of \$50,000 Grant

Table 5

In 1944 the General Education Board made a grant of \$60,000 to the Southern Education Foundation. Of this amount \$50,000 was used to stimulate the employment of Jeanes teachers in counties which did not employ them. Twenty-eight new counties added Jeanes teachers between 1945-1950.

Level of Training Beginning 1927-39

Tables 6-7

During the first decades of 1908-1927, there was no specific training specified and required for Jeanes teachers in Georgia. As of 1927-1928, the nature and scope of training for Jeanes teachers was specified by law and policy of the State Department of Education. Therefore, the output of graduates from colleges in 1930 gave teachers better training,

and unqualified Jeanes teachers dropped out. Better salaries and operation on a twelve-months basis proved a special attraction to the Jeanes teachers. The establishing of the Supervisory Fund in 1939-40 required Jeanes teachers to have training based upon a minimum of a four-year college certificate, three years of teaching experiences and nine hours of special training in Rural School Education.

In 1943 a workshop for prospective supervisors was conducted at Atlanta University Summer School under the direction of Mrs. Helen A. Whiting. Later, still higher requirements of training was planned and developed for Jeanes teachers under the direction of Mrs. Maenelle D. Dempsey. During the first year of employment the Jeanes teachers receive on-the-job training in partial fulfillment of the requirements for the Professional Supervisor's Certificate.

Of the 95 Jeanes teachers employed in Georgia for the year 1951-52, 32 or 34 per cent had received a B.S. or an A.B. degree and 63 or 56 per cent had received a Master's degree; and of the 93 Jeanes teachers employed in Georgia for the current year 1952-1953, 14 or 15 per cent had a college degree, whereas 79 or .85 per cent had a Master's degree.

Types of Certificates held by Supervisors

Tables 8-9

In 1948-1949 there were 35 Jeanes teachers holding Teacher's Certificates (T-4), 53 holding Teacher's Certificates (T-5) based upon five years of college work; 15 held Provisional or SV-4 Certificates; and 73 held Professional or SV-5 Certificates.

In 1951-52, 32 Jeanes teachers held Teacher's certificates; 63 held Teachers certificates (T-5) based upon five years of college work; 14 held Provisional Supervisors' Certificates (SV-4); and 79 held Professional Supervisor's certificates (SV-5).

Financial Support of Jeanes Work

Table 10

The Jeanes Fund paid the total cost of the salary and expenses of a Jeanes teacher in the early years of the Jeanes program in Georgia. 1912-13 was the first year public funds were allocated for the program. The public funds increased from \$400 in 1912-13 to \$234,040 by 1948-49. It is to be noted that in 1930-31, each county in Georgia employing Jeanes teachers assumed a reasonable part of the work for the school year, ranging from .084 per cent to 51 per cent of the total cost.

Salaries of Jeanes Teachers

Table 11

The salaries of Jeanes teachers changed from year to year during the period 1927-1939. After 1937-38, when the state teachers' salary went into affect, there was an appreciable increase because the salaries of Jeanes teachers were based on the state schedule of teachers' salaries.

Cumulative Financial Support

Table 12

Beginning in 1908 the Jeanes program was supported solely by the Jeanes Fund. Over the 40 year period the Jeanes Fund allocation increased to \$313,853. The public funds mounted from no funds in 1908 to \$1,482,283 as of 1948-49 to show a total of \$1,796,136 expenditures for the Jeanes program that year. There was a cumulative number of 1,447 Jeanes teachers over the 40 year period.

Operational Expenditures Per County

Table 13

During the year of 1948-1949, the minimum of public expenditures for Jeanes teachers per county was \$2412, and the maximum was \$3705, for an average expenditure of \$2790 per county for the Jeanes program.

Operational Expenditures Per Teacher

Table 14

In 1949-50, the minimum amount of public expenses per teacher was \$2255 and the maximum was \$3705, for an average expenditure of \$2895 per teacher for the Jeanes program.

Appropriations and Grants

Table 15

In 1950-1951 the General Education Board granted and appropriated \$1200.00 for the expenses and salaries of Jeanes teachers and \$100 for their meetings and conferences in the state of Georgia.

Travel Allowance

Of the 64 counties in Georgia employing Jeanes teachers for the year 1943-44, only one county paid a travel allowance in addition to the regular salary. Carroll County paid \$250 for travel above the regular salary for the Jeanes teacher.

Number of Schools Directed By Jeanes Teachers

Table 16

For the school year 1951-52, 561 or 37 per cent of the schools supervised by Jeanes teachers were one-teacher schools; 299 or 19.8 per cent were two-teacher schools; 126 or .083 per cent were three-teacher schools; 52 or .034 per cent were four-teacher schools; 185 or .122 per cent were five to eight-teacher schools supervised; and 291 or .192 per cent were nine-teacher and over. The total number of schools supervised by 95 Jeanes teachers in Georgia for the year 1951-1952 was 1,514.

Supervisory Activities Performed By Jeanes Teachers

Table 17

For the current year 1952-53 the supervisory activities performed by Jeanes teachers were as follows: 70 or .93 per cent identified and solved problems, held individual conference with teachers and made recommendations for promotions; 72 or .96 suggested desirable changes in instructing pupils and guiding teachers in unit planning; 71 or 94 assisted with

planning and conducting study groups, sent bulletins and suggested teaching materials to teachers; 73 or 97 per cent assisted in the organization of county-wide teachers' meetings, and invited outside guest consultants; 68 or 90 per cent worked with P.T.A. and other school officials and kept progress reports on teachers; 69 or 92 per cent assisted in constructing educational objectives and setting up a calendar plan for carrying out programs; 75 or 100 per cent helped the teachers to expand projects; helped the teachers to make out daily programs, and assisted in selecting supplementary teaching aids; 85 or .89 per cent were held accountable for textbooks; 13 or 17 per cent selected teachers alone.

Administrative Activities of Jeanes Supervisors

Table 18

The following administrative activities were performed by Jeanes teachers in Georgia for the current year, 1952-1953; 75 or 100 per cent of the Jeanes teachers helped to secure an adequate staff, made reports to superintendents, made recommendations concerning physical equipment, secured substitute teachers and were help responsible for carrying on testing programs; 65 or 36 per cent were held responsible for requisiting textbooks and other supplies; 13 or 17 per cent made recommendations for promotions.

Public Relations Activities of Jeanes Teachers

Table 19

The following public relations activities were performed by Jeanes Teachers in Georgia for the current year, 1952-1953; 75 or 100 per cent helped teachers improve community status, encouraged teacher participation in church, civic, and community organizations; 57 or 76 per cent addressed community organizations; 70 or 93 per cent conferred with teachers on personal welfare; 63 or .84 per cent conducted exhibits; and 68 or .90 per cent conducted conferences.

Memberships in Professional Organizations

Table 20

For the current year 1952-53, 26 or .35 per cent of the Jeanes teachers were members of the Association for Supervision and Curriculum Development; 66 or .38 per cent were members of the Georgia Teachers Educational Association; and 75 or 100 per cent were members of their local teacher's organization.

Number of Months Worked By Jeanes Teachers

Table 21

Beginning with 1909 the Jeanes teachers worked on an average of 5.50; 1910-1943, they worked on an average of 9 months; 1943-1944 they worked on an average of 10.25 months; 1944-1945 they worked on an average of 11.25 months; 1945-1949 they worked on an average of 12 months; and 1949-1952 they worked on an average of 10 months.

Ages of Jeanes Teachers

Table 22

As of 1952-1953 the ages of Jeanes teachers ranged from a low of 25 years to a high of 65 years, with a mean of 45 years.

Teaching Positions Held By Jeanes Teachers

Table 23

Teaching experiences of Jeanes teachers in various positions were reported as follows: 10 or .13 per cent of the Jeanes teachers presently employed in Georgia had worked as high school principal; 28 or .27 per cent had worked as high school teachers and elementary school principals; and 53 or .71 per cent had worked as elementary school teachers.

Teaching Experiences of Jeanes Teachers

Table 24

The teaching experiences of Jeanes teachers in Georgia for 1952-1953 ranged from the lowest of 3 years, to the highest of 10 years and over, with an average of 6 years.

Supervisory Program in Terms of Levels

The Jeanes teachers worked mainly with elementary schools during the beginning years of the supervisory program. Of the 75 Jeanes teachers 55 or .73 per cent worked in the high schools of Georgia.

Implications of The Minimum Foundation and Extended School Program

The Minimum Foundation Program and the Extended School Program will serve as a bridge for continuous growth and development for supervisors, principals, teachers, children and lay groups in Georgia. They will serve as a support for improving instruction in the schools of Georgia. The Minimum Foundation Program means better facilities and instructional material that will enable teachers to widen their vision, broaden their culture and teach those things which are basic and fundamental to the needs of individuals and groups. It means that supervision will assist the teachers in realizing the value of their training, insight, knowledges, skills, and personalities which will increase their professional strength as well as improve their services in Georgia.

Conclusions.-- It would appear that the analysis and interpretation of the data of this research warrant the conclusions which are to follow.

1. The Jeanes teacher program as it appears today is the cumulative result of the interests, efforts, and contributions throughout a period of forty-four years of men, women, foundations, and agencies of vision and faith in our American social and "way-of-life."
2. The Jeanes teacher program has been promoted and maintained for the most part by six educational foundations: (1) the Jeanes Fund,

(2) the Slater Fund, (3) the General Education Board, (4) the Julius Rosenwald Fund, (5) the Phelps-Stokes Fund, and (6) the Carnegie Corporation.

3. The development of the Jeanes teacher program in Georgia has been marked most uniquely and most significantly through direction and guidance of the activities pertaining thereto by three men, to wit: Dr. Dillard, Chairman of Jeanes Fund; Dr. Dixon, the first State Agent for Negro schools in Georgia and currently Director of the Southern Education Foundation; and Dr. Cousins, the present Director of the Division of Negro Education in Georgia whose yeoman services for the period of 1934-1953 has witnessed the full fruition of the Jeanes teacher program in the state.
4. The development of the Jeanes teacher program in Georgia in its immediate and "work-a-day" factors and influences of abiding vision and faith, boundless and untiring efforts, and the fullest sacrifice of self, services, and life has been the direct and immediate impact of the corps of Negro women who have made up the Jeanes Supervisory Personnel throughout the forty-four years of the program's growth.
5. The development of the Jeanes teacher program in Georgia has been made possible and fruitful by the understanding of, faith in, and co-operation with the program on the part of the Superintendents of Schools in county and city school systems who have joined in concerted effort with the interested Foundations and Agencies, and the laboring supervisors in sustaining the program down the years.

6. The Jeanes Supervisors have met the challenge of increasing the efficiency and effectiveness of the teaching-learning situations in the schools of Georgia by themselves advancing the levels of their academic and professional training to the accepted minimum of competence set by educational experts. Further, they have gone ahead heightning the level of personal qualifications of character and citizenship to be demanded of the members of the core of Jeanes Supervisors in Georgia.
7. The Jeanes Teacher Program in Georgia, during its forty-four years of existence has been on of, if not the most, single potent factor and/ or influence in the upgrading of the level of educational arrangements for the Negro children and youth in the state of Georgia.
8. The Jeanes Teacher Program in Georgia has been most successful in developing the philosophy of implementing the community resources: personal, social, and physical, into the educational program of various school systems in the state of Georgia. This, perhaps, is the most unique contribution of the Jeanes program to educational theory and practice, not only for the state, but for the entire nation.

Recommendations.-- Pertinent recommendations as derived from the data of this research follow:

1. It is recommended that the Jeanes teachers and the school principals in Georgia should make a concerted effort to arrive at an understandable and pragmatic basis of co-operative human relations which will make possible the fullest utilization of the training

and ability of each in carrying on the mutual obligation of directing the educative processes and educational programs of the Negro schools of Georgia.

2. It is recommended that a more comprehensive procedure of record-keeping and report-making be formulated in the State Department of Education whereby a more accurate and continuing record may be kept of the Jeanes Teacher Program in Georgia.
3. It is recommended that the state officials (executive and legislative) should seriously consider the "need" for the continuance of the Minimum Foundations and the Extended School Programs in Georgia as essential areas in the total educational program of providing the best for the children and youth of the state of Georgia.
4. It is recommended that at the city and county levels there should be more emphasis placed upon keeping the fullest possible system of "records" and "reports" and "interpretations" of the Jeanes teacher program, if the true and accurate history of the Jeanes Program in Georgia is to be available in the years ahead.

EPILOGUE

The chief state official's interest in extending professional supervision in the counties of Georgia from 1908, has been a unifying force in establishing in the educational world of Georgia the supervisory program of Jeanes teachers as a process involving an unusually effective instructional program.

Cannot the educational foundations and the state officials which have sustained the Jeanes Program who have directed it, regard with pleasure

their associations and cooperative achievement with so useful a group?

Despite the progress noted much remains to be done if all schools in Georgia are to have the services of such supervisors to supplement other efforts now being made to help teachers, especially the young and inexperienced teachers employed, to grow in effectiveness and to provide the best possible educational opportunity for all Negro children in Georgia.

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APPENDIX

P.O. Box 6084
Metter, Georgia
April 20, 1953

A STUDY OF THE JEANES SUPERVISOR PERSONNEL IN THE STATE OF GEORGIA

To the Jeanes Supervisor of Schools

Dear Madam:

The State Board of Education, Division of Negro Education, through its Director of Jeanes Supervisors, Mrs. M. D. Dempsey, is co-operating in the sponsorship of a complete study of the present Jeanes Supervisory Personnel serving the Elementary Schools for Negroes in Georgia. The purpose of this study is to collect all of the essential facts concerning every Jeanes Supervisor working with the public elementary and secondary schools for Negroes in the state. To accomplish this purpose, it has been necessary to resort to a questionnaire to each individual engaged in this type of public school work in the State of Georgia, for the school year of 1952-1953.

The questionnaire which accompanies this letter seeks to gather only simple and objective information which will give a complete picture of the status of the Jeanes Supervisors serving the schools of Georgia, and is without regard to any personal import for or about any individual supervisor. Hence, it is felt that you will not have any particular hesitancy in properly filling out the questionnaire and returning it in the self-addressed and stamped envelope enclosed herewith.

It will be appreciated if you can find it convenient to return the questionnaire - properly executed - by November 25, 1952. The items on the questionnaire have been arranged in such detail that correct responses can be indicated by a check or number in most cases, thereby reducing the effort of writing to a minimum of time and energy required so to do. The average time required for filling out the questionnaire will hardly exceed thirty (30) minutes.

I am sure that you will appreciate the significance of this type of research in carrying forward the educational program of the State of Georgia. While this undertaking means some work for everybody concerned, I am certain that the results will repay every effort on the part of every individual who participates. May we have your hearty and immediate co-operation in this enterprise? Thanks very much.

Very truly yours,

Robert L. Cousins
Director Negro Division of Education

(Mrs.) M. D. Dempsey
State Consultant of Elementary Schools

Irma S. Field
Research Student

QUESTIONNAIRE ON THE STATUS OF RURAL-SCHOOL SUPERVISION IN
GEORGIA FOR THE SCHOOL YEAR 1953-1954

Please answer by filling in blanks with correct words or by checking (x) in the proper place.

Name _____ Address _____

1. Check the members of your family group

- a. Father _____
b. Mother _____
c. Sisters _____ Number _____
d. Brothers _____ Number _____
e. Other Adults _____ Number _____
f. Other Children _____ Number _____

2. Indicate with an (x) your Father's Occupation:

- a. Farmer _____ g. Shoemaker _____
b. Office Worker _____ h. Mortician _____
c. Salesman _____ i. Preacher _____
d. Carpenter _____ j. R.R. Worker _____
e. Doctor _____ k. Unskilled laborer _____
f. Dentist _____ l. Other _____

State His Salary _____

3. Indicate your Mother's Occupation:

- a. Housewife _____ g. Laundress _____
b. Seamstress _____ h. Typist _____
c. Nurse _____ i. Insurance agent _____
d. Beautician _____ j. Musician _____
e. Teacher _____
f. Domestic help _____ k. Other _____

State her Salary _____

4. Check members of your family employed: Occas-

	Full time	ionally	Never
Father	_____	_____	_____
Mother	_____	_____	_____
Sisters	_____	_____	_____
Brothers	_____	_____	_____
Others	_____	_____	_____

5. Indicate with cross (x) your Religious Preference:

- a. () Roman Catholic
b. () Presbyterian
c. () Methodist
d. () Baptist
e. () Lutheran
f. () Congregational
g. () Any Other

6. If you have no religious preference, put a cross in the space below:

7. Indicate with a cross your marital status:

- a. Single _____
b. Married _____
c. Widow _____
d. Divorced _____

8. Indicate the age group below which best represents your age in years to your nearest birthday:

- () 20-24 Years () 45-49 Years
() 25-29 " () 50-54 "
() 30-34 " () 55-59 "
() 35-38 " () 60-64 "
() 40-44 " () 65 and Over

9. Write below the type of teaching certificate you have registered with the State Department. Indicate only the highest:

- (a) Type of Teacher's Certificate held _____
(b) Applies only to holders of the Bachelor Degree who have done graduate work.

10. Indicate the institution in which you have earned most of your graduate credit. Check only one institution.

- () Columbia University
() Cornell University
() University of Chicago
() University of Michigan
() University of New York
() State University of Iowa
() Ohio State University
() Fisk University
() Atlanta University
() Howard University
() Hampton Institute
() Any other not named above _____

11. Applies to all who have taught in more than one community. If you have taught in a town or city other than the one in which you are now working, indicate with a cross (x) the population group to which the city belongs in which you taught just before coming to your present position:

- (a) Below 500-999 _____
(b) 1000-1499 _____
(c) 1500-1999 _____
(d) 2000 and over _____

12. Indicate the population group to which the city belongs in which you are now working:

- (a) below 500-999 _____
(b) 1000-1499 _____
(c) 1500-1999 _____
(d) 2000 and over _____

13. Indicate your professional organization membership:

- (a) A.S.C.D. _____
(b) G.T.E.A. _____
(c) N.E.A. _____
(d) A.T.A. _____
(e) Local Teachers' Organization (County) _____

14. Indicate in the space below the number of hours per day given to office work: _____

15. Indicate in the space below the day of the work given to office work _____

16. Check the correct answers in spaces below:

- | | Yes | No |
|-----------------------------------|-------|-------|
| (a) Is office space available? | _____ | _____ |
| (b) Do you have clerical service? | _____ | _____ |

17. State your total teaching years experiences in years: _____ year (s)

18. Indicate with a cross (x) the number of years taught in your present position:

- (a) 1 year _____
(b) 2 years _____
(c) 3 years _____
(d) 4 years _____
(e) 5 years _____
(f) 6 years _____
(g) 7 years _____
(h) 8 years _____
(i) 9 years _____
(j) 10 years _____
and over _____

19. Check the following questions:

Yes

No

(a) Do you have a B. S. Degree?

(b) Do you have a M. A. Degree?

20. Indicate the number of years of experience you have had in the following positions:

	1	2	3	4	5	6	7	8	9	10	11	and over
(a) High School Principal	()	()	()	()	()	()	()	()	()	()	()	()
(b) High School Teacher	()	()	()	()	()	()	()	()	()	()	()	()
(c) Elem. Sch. Principal	()	()	()	()	()	()	()	()	()	()	()	()
(d) Elem. School Teacher	()	()	()	()	()	()	()	()	()	()	()	()

21. Indicate the total number of semester hours of graduate credit in each of the following areas:

	1-3	4-6	7-9	10-12	15 or more
(a) School Administration	()	()	()	()	()
(b) Supervision of Elem. School Subjects	()	()	()	()	()
(c) Supervision of high School Subjects	()	()	()	()	()

22. Indicate the data as grouped below:

- (a) Name of County(ies) where you serve _____
- (b) Number of Teachers supervised: Total _____ Elem. _____ H.S. _____
- (c) Number of Schools supervised: Total _____ Elem. _____ H.S. _____
- (d) Total number of pupils enrolled in
the Schools you supervise: Total _____ Girls _____ Boys _____
- (e) Number of Schools as to Size:

One Teacher _____

2- Teacher _____

3- Teacher _____

4- Teacher _____

5-8-Teacher _____

9 and more _____

PART II

DUTIES OR ACTIVITIES	Indicate by X if duty is actually per- formed by you	Indicate by X if this duty is delegated to others	Indicate whether you think you should do
<p>A. <u>Supervision:</u> Do you--</p> <ol style="list-style-type: none"> 1. Assist with the planning & conducting on study group meetings? 2. Assist in organization of County-wide Teachers' Meetings? 3. Assist teachers in selecting supplementary teaching aids? 4. Make supervisory visits to classrooms? (on request or impromptu) 5. Give demonstrations? (Instructional material) 6. Send bulletins and suggested materials to teachers? 7. Hold individual conferences with teachers after or following visits? 8. Work with P.T.A. & other officials of the school? 9. Keep progress report on teachers? 10. Assist with personal problems? 11. Invite outside consultants? 12. Help the teachers to identify and solve problems? 13. Suggest professional books, magazines & other articles to teachers? 14. Construct list of general educational objectives? 15. Help the teacher to make out daily program? 16. Suggest desirable changes in ways of instructing pupils? 17. Help teachers plan projects? 18. Guide teachers in making plans & teaching units? 19. Set up a calendar plan for carrying out program? 			

DUTIES OR ACTIVITIES	Indicate by X if duty is actually per- formed by you	Indicate by X if this duty is dele- gated to others	Indicate whether you think you should do this
Supervisions: Cont'd. Do you--			
20. Encourage teachers to ex- pand projects which they have initiated with reasonable success?			
B. Administration: Do you--			
1. Help to secure an adequate staff?			
2. Compile and make reports?			
3. Be responsible for requisiti- oning textbooks and other supplies?			
4. Held accountable for text- books?			
5. Responsible for carrying on a testing program?			
6. Keep individual folders on teachers?			
7. Plan and schedule activities with teachers?			
8. Help to provide materials for the professional growth of teachers?			
9. Use invited speakers for inspirational meetings?			
10. Administer the testing program?			
11. Assist in the improvement of school-community relationships?			
12. Help teachers with broad and suggestive recommendations?			
13. Assis teachers in making a survey of community resources for curriculum development?			
14. Inspect and make recommenda- tions concerning physical equipments?			
15. Make special reports to the superintendents?			
16. Address professional groups?			
17. Serve on educational committees?			
18. Prepare news articles for the local paper?			
19. Assist in school building plans?			
20. Organize an effective plan for distributing supplies and materials of instruction?			

DUTIES OR ACTIVITIES	Indicate by X if duty is actually per- formed by you	Indicate by X if this duty is dele- gated to others	Indicate whether you think you should do this
C. Superintendent Relationship:			
<u>Do you--</u>			
1. Have conferences with supt.?			
2. Confer with Supt. concern- ing placement and changing of staff members?			
3. Make reports to Supt.?			
4. Discuss all school business with supt. alone?			
5. Request meeting with supt.?			
6. Extend an invitation to Supt. to various school programs?			
D. Staff Personnel: Do you--			
1. Advise with Supt. on selec- tion of teachers?			
2. Select teachers alone?			
3. Make recommendations for promotions and dismissals?			
4. Confer with applicants for positions?			
5. Get substitutes when teachers are absent?			
E. Public Relations: Do you--			
1. Help teachers improve community standing?			
2. Address community groups and civic organizations?			
3. Encourage teachers to parti- cipate in church, club, and other civic organizations?			
4. Promote cordial relations with teachers?			
5. Promote cooperation among teachers?			
6. Confer with teachers on personal welfare?			
7. Administer teacher's request?			
8. Conduct:			
a. Exhibits?			
b. Public Programs?			
c. Field Day Programs?			
d. Conferences?			
e. Addresses?			
f. Community Meetings?			

DUTIES OR ACTIVITIES	Indicate by X if duty is actually per- formed by you	Indicate by X if this duty is dele- gated to others	Indicate whether you think you should do this
Office: Do you--			
1. Hold office hours for teachers seeking help?			
2. Hold instructional group meetings with new teachers?			
3. Send out mimeographed materials?			
4. Plan with new teachers in- dividually?			
5. Be professional in schedul- ing and keeping appoint- ments?			

PART III

ALLOTMENT OF SUPERVISOR TIME

State the Amount of time (in minutes) spent in the performance of the duty

Duty of Activity	Daily	Weekly	Monthly	Quar- terly	Semi- Anually	Anual- ly
1. Clerical Work						
2. Professional group meetings						
3. Conferences with teachers						
4. Supervisor's report to State Department						
5. Preparing bulletins						
6. Conferences with visitors						
7. P.T.A. Organization						
8. Study group meetings						
9. County-wide Teachers' Meetings						
10. Supervisory visits to classrooms						
11. On Demonstration						
12. Reports to Supt.						
13. News Articles for local paper						
14. Conferences with Supt.						
15. Addresses to community groups						
16. Making plans for school year						

State the amount of time (in minutes) spent in the performance of the duty

Duty of Activity	Daily	Weekly	Monthly	Quarterly	Semi-Annually	Annually
17. Address to civic organizations						
18. Assisting with projects						
19. Public relations program						
20. Serving on committees						
21. Assisting with building programs						
22. Distributing supplies & materials						
23. Addresses to professional groups						
24. Planning with new teachers						
25. Religious Organizations						
26. Field Day Programs						
27. Conferences with Principals						
28. Reports to principals						
29. Revising curricular materials						
30. Attending advanced courses						
31. Inter-system visitations						
32. Research projects						
33. Working with civic organizations						

Activities not specified write in below:

34. _____
35. _____
36. _____
37. _____
38. _____
39. _____
40. _____